

A D D E N D U M

TO

THE 1969-1970 CATALOGUE

OF

THE SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA

FOR

1970-1971

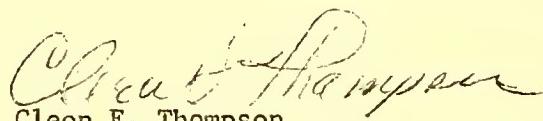
ADDENDUM TO THE 1969-70 CATALOGUE
OF THE
SHAW UNIVERSITY

The additions, deletions and changes to the 1969-70 Catalogue which are listed on the following pages are prepared to update the information for the 1970-71 school year. This addendum, therefore, contains procedures, policies and academic programs which have been approved for 1970-71.

Field concentration in the African and Afro-American Studies Program and the Secretarial Science Program have been discontinued. A major in African and Afro-American Studies will be developed during the 1970-71 school year.

Extensive changes in the School of Urban Sciences, the Teacher Education Program and Health and Physical Education, necessitated the inclusion of the complete programs for these areas. In all other areas where significant changes have occurred, the appropriate page(s) of the 1969-70 Catalogue have been referenced and the deletion, addition or change indicated.

Beginning with the 1970-71 school year, the University assigned a Unit of Credit to all courses. The Unit is equivalent to the traditional semester hour whereby lecture-type courses meeting three clock hours per week, throughout the semester, are assigned three "credits" and laboratory-type courses meeting two clock hours per week, throughout the semester, are assigned one "credit."


Cleon F. Thompson
Provost

Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill

<http://archive.org/details/addendumto19691919691970>

STUDENT SERVICES

Page 33

DELETE: MEN'S HOUSING

ADD: MEN'S HOUSING: Consists of one high-rise nine-story unit, which can house up to 428 students. The building also houses a new, modern Health Center with space provided for medical examinations and rest facilities for outpatient students. Since campus residence space is not adequate to house all male students, the University also maintains several residence facilities off-campus.

Page 50

ADD: COOPERATIVE EDUCATION

Cooperative education, an approach to learning that includes alternating periods of work and study, will become operational at the University beginning with the Fall Trimester of 1971.

The purpose of the cooperative education program at Shaw is to strengthen and enrich the education received by the students. It exposes students to situations that are educationally, socially, culturally, and, in many instances, geographically different from life as experienced at Shaw or at their previous location. It is hoped that one of the results of the cooperative education program to the Shaw student will be a broader understanding of the world in which he lives.

The type of placement (job) that the Shaw student will receive will be determined by his interest and needs.

Cooperative education will help markedly to orient the Shaw students to the world of the professions. It will provide opportunities for them to explore their own abilities in connection with real jobs. They will be exposed to a direct means of gaining vocational information and guidance, not only about the occupations in which they are employed but in a number of related fields.

Students considering a Shaw education understand that their decision to enroll signifies a commitment to the cooperative education requirements. Generally students will be required to successfully complete three cooperative work experiences unless exempted from such requirements by appropriate University officials.

The Shaw approach consists of six distinct facets.

1. ORIENTATION - The student is first identified in the registration process. Here he is given co-op materials to read and assigned to a co-op educator who follows him through his Shaw career. Orientation sessions, counseling sessions, job placements, and evaluation are but an extension of this initial step.

2. PLAN SELECTION - After the student studies in residence for at least two trimesters, he is invited to a conference with a co-op educator to decide what his co-op rotation plan should be. The co-op educator's role is that of a counselor. The student listens, raises questions, thinks through the alternatives presented and makes a decision. (If he feels it is necessary to do so, he may later change his plan.) A co-op educator, appropriate University officials, and the student collaborate when a change is deemed necessary.

3. GUIDANCE AND COUNSELING - The student needs the help of those persons in the community who are, by virtue of training and experience, in a position to assist him in coping with the encounters he is sure to experience with employers, new environments, occupational information and vocational choice, and the many other aspects of his total development. Fellow students, faculty and staff, co-op employers and many others team with the personnel of the co-op office in providing for him whatever support is needed.

4. PLACEMENT (CO-OP) AND EVALUATION - From a list of available co-op assignments, the student makes a one-two-three selection of jobs (or other experiences) that match his needs, abilities and interests. Where possible he is given his first choice. Once the placement is effectuated, a process of evaluation involving the student, the employers, the co-op personnel, and a faculty member becomes operative. It is important that evaluation be seen by all concerned as educational and not punitive.

To facilitate needed evaluation and to maximize faculty participation, faculty members, each placement period, will hold evaluation sessions of approximately 30 minutes with students placed from their respective disciplines.

5. CERTIFICATION - Upon successful completion of each co-op experience, the Registrar, the student's major advisor, and University counselors will be apprised of his success. When the third co-op is successfully completed, the student will be called in by a co-op educator, congratulated, and his co-op record updated for his permanent career placement.

6. CAREER PLACEMENT - Formal study and practical application have both now come to a successful conclusion. The student will be assisted, if needed, in acquiring whatever it is that his years of rigorous study and experiential encounters have prepared him for. The journey of four years, in most instances, will have consisted of an orderly integration of an array of forces both from within and without academic walls.

SHAW'S PLACEMENT SCHEDULE
for
1971-72 ACADEMIC YEAR

Extra Placement Period
May 17 - August 19, 1971

First Trimester

August 23 - December 18, 1971

Second Trimester

January 3 - April 29, 1972

Third Trimester
May 1 - August 26, 1972



INSTRUCTION

Page 50

FIELD CONCENTRATION

DELETE: African and Afro-American Studies Program
 Secretarial Science Program

Pages 52 - 53

DELETE: COURSE LOADS

ADD: COURSE LOADS: The normal registration for a full-time student at Shaw is 17 credits per semester. Part-time registration at Shaw means that the student is enrolled for less than twelve (12) credits per semester. A student whose academic progress is unsatisfactory may be required to register for less than a full load until improvement has been shown. No student may enroll for more than 17 credits without the consent of the Dean of the School in which the student is registered and, then, only with the approval of the Vice President for Academic Affairs.

DELETE: ACADEMIC STANDARDS:

ADD: ACADEMIC STANDARDS: Students are expected to maintain minimal standards of academic performance in order to progress at their own rate and still meet all requirements for graduation in a reasonable length of time. A student's standards of performance are determined by the relationship between the total number of units of study taken and the total number of units for which a satisfactory evaluation is received.
The Committee on Academic Standards may recommend the dismissal of any students whose quality of academic achievement falls below minimal standards. A student who applies for readmission after having been dismissed must have his application approved by the Committee on Academic Standards. Any student dismissed for a second time may not be readmitted to Shaw University. Special consideration will be given to a student who wishes to apply for readmission to the Summer Session only. Should he be accepted, his total records will be subject to review again at the end of that Summer Session in order to determine whether or not he should be readmitted for the regular academic year.

DELETE: TABLE FOR MINIMAL ACADEMIC STANDARDS

INSTRUCTION (cont'd)

Page 55

DELETE: No. 2 in GRADUATION REQUIREMENTS

ADD: (2) Successful completion of a minimum of 127 credits beyond the Educational Development Program as determined by the individual School or Program faculty.

DELETE: No. 5 in GRADUATION REQUIREMENTS

ADD: (5) Successful completion of the Graduate Record Examination Aptitude Test and Field Test where available.

THE SCHOOL OF GENERAL STUDIES

Pages 56 - 57

The School of General Studies consists of two programs, the Educational Development Program and the Core Curriculum Program.

THE EDUCATIONAL DEVELOPMENT PROGRAM

Because Shaw recognizes that the student who seeks a liberal arts education must have a firm base of learning skills on which he will build his knowledge and understanding, the primary objective of the Educational Development Program is to provide an extensive range of learning resources for students who need greater proficiency in the basic learning functions and subject matters. All students are required to satisfy the requirements of the Educational Development Program. A student may satisfy these requirements by demonstrating mastery of the contents through achievement on the placement battery of tests; however, a student whose diagnostic testing shows him to be deficient in reading, writing, speaking the English language, or whose background in the basic arithmetic functions has been lacking will register for one or more courses in the Educational Development Program. Each student's program is individually determined and he is provided counselors, tutor-counselors, laboratory and clinical work to assist him in overcoming his deficiencies. A student is expected to complete all Educational Development requirements before he is permitted to begin his major field of concentration.

EDUCATIONAL DEVELOPMENT COURSES

English 111. English Grammar and Composition: A study of the principal grammatical connections, with special emphasis on sentence structure through the writing of short paragraphs.

Communications 111. Speech and Listening Skills: A non-credit course offered on an individual or small group basis in the Speech and Hearing Clinic. The course is designed to help the student develop speaking skills which will enable him to communicate successfully. Specific attention is given to intelligibility of speech, vocal attributes, production of sounds, and rhythm. The course is open also to students whose native language is not English. For these students, individual and small group instruction is given in the vocal production of contemporary American linguistic sounds.

Reading 111. Developmental Reading. Intensive training in reading mechanics, comprehension and speed.

Mathematics 111. General Mathematics: Designed to improve understanding of the functional competence in mathematical operations, with emphasis on basic meanings and concepts. Topics include numeration systems, sets, real numbers, function, graphs, geometrical configuration, exponentiation, mathematical terminology, and the solution of verbal problems.

THE SCHOOL OF GENERAL STUDIES (cont'd)

College Adjustment 111. College Adjustment seminar designed to introduce students to the University, its programs and facilities, and to provide an atmosphere where problems of importance in and around Shaw Community and in the world can be aired, analyzed and discussed.

THE CORE CURRICULUM

The Core Curriculum is designed to enable students to acquire a broad knowledge and understanding of all disciplines. During the first year the student is provided a wide range of experiences (orientation seminars, individual or group counseling and peer, faculty, and staff discussions) to assist him in choosing a major. He is not required to select a major until his second year.

The following basic subjects constitute the Core Curriculum and are required for the baccalaureate degree in all curricula. All students are expected to complete these subjects by the end of their second year at Shaw.

<u>SUBJECT AREAS</u>	<u>CONTENT UNITS</u>
Communications 151, 152	6
English 151, 152, 153	9
Math 151, 152 (211 for Science and Engineering Majors)	6
Health and Physical Education	4
*Humanities and Arts Field (2 courses)	6
*Urban, Social and Behavioral Sciences Field (2 courses)	6
*Natural and Physical Sciences Field (2 courses)	6

* A student may not use any one course to satisfy more than one requirement (e.g. if a course is used as a core curriculum course, it may not count toward a student's major).

* If a student's advisor is convinced that an advisee demonstrates advanced background and competence in a particular subject, he may allow his advisee to satisfy a core curriculum requirement by enrolling in an advanced course not listed above.

THE HUMANITIES AND THE ARTS

English 212, 213, 220, 221, 230, 231
Humanities 171, 172
Communications 211, 241
Music 225
Art 190, 191, 221
Drama 211, 212, 226, 227
Philosophy 241, 242, 243, 251, 252, 253
Religion: Any course numbered 200-299.
Honors Seminar 1
French 151, 152

THE SCHOOL OF GENERAL STUDIES (cont'd)

**French 153, 154
Spanish 151, 152
**Spanish 153, 154
German 151, 152

A student may also satisfy the Humanities and Arts requirements by selecting two of the following courses from Saint Augustine's College:

English 227, 231, 232, 234, 235, 237, 328, 329, 331, 332
Language 333
Philosophy 431, 432
Humanities 221, 222
Music 135, 136

URBAN, SOCIAL AND BEHAVIORAL SCIENCES:

Communications 153, 231, 276, 277, 311
Economics
Urban Science 191, 201, 203, 211, 213, 215, 231, 232
History 211, 212; Non Western Studies 151
Education 211, 212, 313, 322

A student may also satisfy the Urban, Social and Behavioral Sciences requirements by selecting two of the following courses from Saint Augustine's College:

Education 321
Psychology 232, 331, 332
Economics 235, 236
History 131, 132, 231, 232, 233, 234, 235
Government 331, 332
Sociology 131, 231, 232, 234, 235

NATURAL AND PHYSICAL SCIENCES

Mathematics 221, 222, 223, 231, 232
Natural Science 161, 211, 212, 213, 223
Chemistry 212, 213
Physical Science 171
Physics 211, 212, 221

A student may also satisfy the Natural and Physical Sciences requirements by selecting two of the following courses from Saint Augustine's College:

Earth Science 335
Physical Science 131
Science 457
Biology 131, 141, 142
Physics 241, 242
Chemistry 141, 142

** The intermediate language requirements are intended for those students who have had at least two years of language in high school and who demonstrate a knowledge of the subject matter content for the beginning courses through advanced placement on the language examinations.

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

100
100
100
100

SCHOOL OF COMMUNICATIONS

Page 57

DELETE: Under Philosophy and Objectives - 1st Paragraph - Line 5
"Effective Fall term, etc."

ADD: "Courses leading to a major in Journalism are to be developed during the 1971-72 academic year."

Page 59-60

DELETE: THE CORE CURRICULUM
GENERAL EDUCATION CORE:
MAJOR REQUIREMENTS:

ADD: MAJOR REQUIREMENTS

All students must successfully complete the university-wide core curriculum before they may officially declare a major in communications.

COMMUNICOLOGY MAJORS are required to take Communications 153, 155, 151 or 251, 165 or 253, 301, 311, 412, 481, 491, Urban Sciences 261, and at least eight courses from the following: Communications 201, 202, 211, 231, 275, 277, 302, 303, 305, 321, 325, 326, 327, 376, 377, 378, 401, 411, 433, and 475.

RADIO -TELEVISION-FILM MAJORS are required to take Communications 153, 155, 156, 161 or 251, 231 or 311, 301, 321, 325, 326, 422 or 412, 433, 435, 481 and at least five courses from the following: Communications 161, 202, 241, 251, 271, 272, 274, 275, 277, 302, 303, 322, 323, 324, 327, 377, 378, 411, 423, 485, 491 and Urban Science 261. Typing proficiency of 50 WPM is required by the beginning of third year or must be taken as a course first semester, third year.

SPEECH PATHOLOGY AND AUDIOLOGY MAJORS are required to take Communications 161, 165, 251, 252, 253, 301, 351, 352, 355, 361, 362, 451, 481, 491; one course in Psychology, one course in Education, and at least three courses from the following: Communications 255, 311, 353, 363, 411, 412, 452, 453, 481, Urban Science 261, Education 211.

COURSE DESCRIPTIONS

Page 61

DELETE: 154 THE RHETORIC OF CHANGE IN CONTEMPORARY SOCIETY. II
221 INTRODUCTION TO RADIO, TELEVISION AND FILM PRODUCTION
232 URBAN MASS MEDIA

SCHOOL OF COMMUNICATIONS (cont'd)

Page 62

DELETE: 235 RADIO-TELEVISION-FILM WRITING
 242 HISTORY AND DEVELOPMENT OF CONTEMPORARY FILM
 300 COMMUNICATIONS PRACTICUM

ADD: 271 BASIC NEWS WRITING AND COPYEDITING
 Study of and practice in the commonly-used forms
 of reporting news in the mass media. Fall.

272 LAYOUT AND DESIGN
 Makeup of newspapers, brochures, and periodicals;
 layout principles. Fall

274 PHOTOJOURNALISM
 Photography as a means of mass communication: use of
 news cameras; basic darkroom processes; the selection
 and editing of pictures for reproduction. Fall.

275 DEVELOPMENT OF JOURNALISM IN THE U.S.
 Major currents and trends basic to the shaping of
 the printed mass media as it exists today; persons,
 newspapers, and events that have affected the mass
 media; the evolution of the black press, the under-
 ground press and the community newspaper. Fall.

Page 63

DELETE: 311 COMMUNICATION AND SOCIAL CHANGE
 312 INTER-CULTURAL COMMUNICATION
 341 PRINCIPLES AND TECHNIQUES OF CINEMATOGRAPHY

ADD: 305 ARGUMENTATION AND DEBATE
 Principles and techniques of competitive debate
 emphasis on logical thinking, organization of ideas,
 research techniques, evidence, analysis and refuta-
 tion. Students may be assigned to compete in inter-
 collegiate debate tournaments. Fall.

311 INTERCULTURAL COMMUNICATION AND SOCIAL CHANGE
 The role of communication in social change, its
 strategies and dilemmas. Study of variables related
 to communications achievements; types of communication;
 cultural and sub-cultural interaction; media; personal,
 organizational, and audience change. Special attention
 to analysis of effects of these variables on the formu-
 lation and resolution of social issues. Students will
 work on individual interest topics. Fall.

324 PRINCIPLES AND TECHNIQUES OF CINEMATOGRAPHY
 The theory and principles of film making for the theatre
 and television. Experience in planning, writing, directing,
 editing and sound recording of films.



SCHOOL OF COMMUNICATIONS (cont'd)

326 AMERICAN SYSTEM OF RADIO AND TELEVISION

A study of the structure and problems of the American system of broadcasting as compared to the other three basic world types. Emphasis on inter-media relationships, role and structure of advertising, commercial and non-commercial stations, research organization, selling and merchandising time, regulation of advertising. Standards of evaluation. Spring.

327 EDUCATIONAL AND PUBLIC BROADCASTING

Origin and organization of non-commercial broadcasting. Values and potential of educational and public broadcasting for diversification of viewpoints. Analysis of non-commercial broadcasting's purpose, ethics, policy, staffing, income sources, programming, freedom, utilization in the culture. Opportunities for minority programming. Fall.

Page 64

DELETE: Prerequisites: 361, 362 from 363 AURAL REHABILITATION and I from behind AURAL REHABILITATION.

ADD: Study of the major theories of speech reading and procedures for teaching visual communication skills to hearing-impaired persons. Prerequisites: 361, 362.

DELETE: 364 AURAL REHABILITATION II

402 PARLIAMENTARY PROCEDURE

411 AND MULTI-MEDIA from title

412 METHODOLOGICAL APPROACHES IN STUDYING - BEHAVIOR from title

ADD: 371 ADVANCED REPORTING AND EDITING

Advanced studies in news gathering and reporting, with special emphasis on interpretive, investigative and in-depth stories; advanced problems in the study of news selection and use. Prerequisite: 271 and consent of instructor. Spring.

377 PUBLIC RELATIONS

A survey of public relations in America today, including its origins, development and practice; case studies and individual projects. Spring.

378 PUBLIC OPINION AND PROPAGANDA

The opinion-shaping role and function of the mass media; study of the theories and application of public opinion and propaganda; pressure groups and the media. Spring.

412 RESEARCH METHODS IN COMMUNICATION

SCHOOL OF COMMUNICATIONS (cont'd)

Page 65

- DELETE:
- 421 COMMUNICOLOGY SEMINAR
425 EDUCATIONAL BROADCASTING
431 THE AMERICAN SYSTEM OF TELEVISION AND RADIO
441 MASS COMMUNICATION SEMINAR
461 SEMINAR IN SPEECH PATHOLOGY
491, 92-93 INDEPENDENT STUDY AND RESEARCH
- ADD:
- 423 ADVANCED TELEVISION PRODUCTION AND DIRECTION
Continuation of Communications 323, with more independent responsibilities for script writing, creating, directing and producing programs. Spring.
- 433 NATIONAL AND INTERNATIONAL BROADCASTING SYSTEMS
Study of comparative systems around the world, their economic, regulatory, administrative, cultural and social interaction with their own and other cultures. Fall.
- 471 THE EDITORIAL PAGE
The editorial page, its authors and its readers; the analysis and writing of editorials. Prerequisite: 371. Fall.
- 472 MAGAZINE JOURNALISM
Study of and practice in the preparation of articles for publication in magazines and newspapers. Fall.
- 475 INTERNATIONAL JOURNALISM
A survey of the scope, role and function of the mass media of the world today. Fall.
- 481 SEMINAR IN COMMUNICATION
In-depth study of special interest areas, including research, in communicology, radio-television-film, journalism or speech pathology and audiology. Replaces 421, 441 and 461. Topics alternate. Repeatable. Prerequisite: minimum six courses completed in major and third year standing, or permission of instruction. Every semester.
- 485 INTERNSHIP IN COMMUNICATION
Field and laboratory experience in a professional program under the joint supervisor of area faculty and practicing professional personnel. Provides student with integration of theoretical and practical aspects of his major.
- 491 INDEPENDENT STUDY, RESEARCH AND PRACTICUM
Advanced study and/or laboratory experience for majors. Prerequisite: consent of area faculty. Fall, Spring, Summer.

SCHOOL OF HUMANITIES AND ARTS

HISTORY

Page 68

DELETE: The requirements for a major in History are: etc.

ADD: The requirements for a major in History are:

- (a) A minimum of twelve (12) courses in History, including the following: 311, 312, 321, 341, 342, 371, 372, 331, 412, 451 and
(B) Five (5) cognate courses, 313 - Regional Geography, 212 - Urban Economics, 223 - American Governmental System, 151 - Non-Western, 352 - United Nations and Organizations.
- two (2) electives in History

Prerequisites: 311 for 312, 341 for 342, 211 for 212.

COURSE DESCRIPTIONS

ADD: 151 NON-WESTERN
Introduction to World Politics. (CR. - 3).

DELETE: 211 WESTERN CIVILIZATION - from the Renaissance to 1750.

ADD: 211 WESTERN CIVILIZATION - from the early times to the Renaissance. (CR. - 3).

DELETE: 212 WESTERN CIVILIZATION - to the present.

ADD: 212 WESTERN CIVILIZATION - from the Renaissance to the Congress of Vienna. (CR. - 3).

DELETE: 311, 312 EUROPEAN HISTORY - 16th Century

ADD: 311, 312 EUROPEAN HISTORY - 19th Century

313 HISTORY OF THE MIDDLE EAST

History of various near and middle eastern countries, civilization and cultures from the beginning to World War I. The U.S. relation with this important area is to be emphasized. (CR. - 3).

331 LATIN AMERICAN HISTORY - From discovery to the 1820's Era of Independence.

332 LATIN AMERICAN HISTORY

Latin American History from Independence to the present. (CR. - 3).

SCHOOL OF HUMANITIES AND ARTS (cont'd)

Page 69

DELETE: 343 TWENTIETH CENTURY AMERICA
 352 HISTORY OF CLASSICAL TIMES
 353 INTRODUCTION TO MEDIEVAL HISTORY
 362 POLITICAL AND SOCIAL HISTORY OF NORTH CAROLINA
 411 RENAISSANCE AND REFORMATION
 413 ECONOMIC HISTORY OF EUROPE, 1750 TO THE PRESENT
 423 AMERICAN ECONOMIC HISTORY

ADD: 372 AFRICAN HISTORY

History of Africa since World War I. Emphasis on the Era of Independence. Important topics such as social, economic and political problems. (CR. - 3).

Page 70

DELETE: 352 UN and Regional Organizations
 The origin, charter, principal organs and functions of the U.N.

DELETE:

433 HISTORY OF THE SOUTH
481, 482, 483 SEMINAR
491, 492, 493 INDEPENDENT STUDY AND RESEARCH

ADD:

The History area also offers the following courses in African Afro-American Studies:

240 CONTEMPORARY BLACK STRUGGLE

A study of the current struggle of black people in America. (CR. - 3).

250 THE SOCIOLOGY OF BLACK EXPERIENCE IN AMERICA

In-depth study of economic, social, political and technological developments, contributions, and aspirations of black people in American to determine their future. (CR. - 3).

246 BLACK RELIGION

A survey course dealing with the intellectual and religious thought of Black Americans. We will view religion as a social force, seen in such movements as the slave revolts, the abolition movement, Marcus Garvey, and the Black Muslims. We shall investigate the role of black religion in the social protest movements in the United States, and the development of black culture and identity. (CR. - 3).

415 ANALYSIS OF RACISM

A penetrating examination from an international perspective with special emphasis on white/non-white relations in the U.S. (CR. - 3).

SCHOOL OF HUMANITIES AND ARTS (cont'd)

. LANGUAGES AND LITERATURE

ENGLISH

Page 72

DELETE:

- [REDACTED]
483 from ADVANCED TOPICS
493 from INDEPENDENT STUDY

FRENCH

Page 73

DELETE. 323 FRENCH CIVILIZATION II

ADD: 151, 152 ELEMENTARY FRENCH

A basic knowledge of the French language, to acquire a good pronunciation, to familiarize the student with the basic elements of French grammar, to understand and use French idioms, to express himself in simple French sentences and to read simple French texts fluently. (CR. -6).

153, 154 INTERMEDIATE FRENCH

To intensify the student's knowledge of French and the French people, to increase his fluency in speaking French, review and reinforce his knowledge of French grammar, and acquaint him with some works of French literature and aspects of French life and culture. (CR. -6).

SPANISH

Page 75

ADD: 151, 152 ELEMENTARY

The purpose of this course is to introduce to college freshmen the modern language of Spain and of the Spanish-speaking nations of America. A secondary aim is to cultivate in these students a greater appreciation for the literature, art, history, and customs of the Spanish speaking world. (CR. -6).

153, 154 INTERMEDIATE

This course is a continuation of 151-152. By the end of the four semester sequence, the student should have a knowledge of the languages sufficient to enable him to comprehend, speak, read, and write the Spanish language within the limitations of every-day experiences to which he will have been exposed in the elementary and intermediate courses. (CR. -6).

SCHOOL OF HUMANITIES AND ARTS (cont'd.)

PHILOSOPHY AND RELIGION

Page 79

CHANGE:

441 to 351

442 to 352

443 to 353

DELETE: 453 from SEMINAR: MAJOR THINKERS
463 from SEMINAR: SPECIAL TOPICS

Page 80

483 from INDEPENDENT STUDY
485 from THESIS RESEARCH AND WRITING

SCHOOL OF HUMANITIES AND ARTS (cont'd)

RELIGION

Page 80

DELETE: 345 HISTORY OF THE NEGRO CHURCH

Page 81

'246 BLACK RELIGION

DELETE: 437 from SEMINAR: MAJOR RELIGIOUS FIGURES

Page 82

DELETE: 447 from SEMINAR: SPECIAL TOPICS

483 from INDEPENDENT STUDY

ADD:

234 RELIGIONS OF MANKIND

The major religions of the world, including Islam, Judaism, Christianity, Hinduism, Buddhism, the religions of China and Japan, and the traditional religions of Africa. The study will examine their origins, basic beliefs and rituals, and historical development. (CR.-3).

CHANGE:

236 to 336

237 to 337

346 to 246

347 to 247

348 to 248

349 to 249

425 to 325

426 to 326

427 to 327

SCHOOL OF HUMANITIES AND ARTS (cont'd)

MUSIC

Page 82

DELETE: 212 BASIC MUSICIANSHIP
213 BASIC MUSICIANSHIP
215 D CHAMBER GROUP

Page 83 311 HARMONY
312 HARMONY
393 ADVANCED HARMONY
443 MUSIC HISTORY

Page 84 455 SURVEY OF BRASS & WOODWIND INSTRUMENTS
460 MUSIC ESSENTIALS
463 VOCAL METHODS, ARRANGING AND CONDUCTING
464 VOCAL METHODS, ARRANGING AND CONDUCTING
465 INSTRUMENTAL METHODS, ARRANGING AND CONDUCTING
466 INSTRUMENTAL METHODS, ARRANGING AND CONDUCTING
470 TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL
473 TEACHING OF MUSIC IN THE SECONDARY SCHOOL
481 STUDENT TEACHING

ADD: 212 HARMONY I.

Primary and secondary triads and their inversions in major and minor; introduction to diatonic 7th chords; sight singing, melodic and harmonic dictation, and keyboard harmony. (C.R.-3).

Page 82 215 D CHAMBER ENSEMBLE

Study and performance of chamber music for combinations of brass and woodwind instruments. (Students in the chamber ensembles must participate in the University Band.) (C.R.1/2).

Page 83 311 HARMONY II

Training in all phases of harmonic theory: 4-part harmonic realizations of figured bass and soprano utilizing primary and secondary triads, all 7th chords, and their respective inversions. Analysis and study of Bach chorales. Concomitant keyboard harmony, sight singing, melodic and harmonic dictation. (C. R. -3).

312 ADVANCED HARMONY & COUNTERPOINT

Continuation of Music 311. Introduction to 16th century counterpoint in 2 & 3 parts; polyphonic modes; and "C" clefs. (C.R.-3).

396 20th CENTURY HARMONY

An investigation into the myriad harmonic trends and developments of the present century. Students will compose exercises reflecting these new techniques in contemporary music.

Prerequisites: Music 211, 212, 311, 312, 395; and consent of instructor. (C. R. -3).

Page 84 464 BAND ARRANGING

Study of Band instruments, transpositions, their ranges, musical functions, technical and tonal possibilities; Arranging of various kinds of pieces for different small ensemble combinations and the concert band (C. R.-3).

SCHOOL OF HUMANITIES AND ARTS (cont'd.)

MUSIC

465 CONDUCTING

A laboratory course in conducting vocal and instrumental groups. Baton techniques, score reading, rehearsal, techniques, use of both hands, style, and interpretation. (C.R.-3).

Page 84

466 ADVANCED CONDUCTING AND READING

Analysis and interpretation of literature for use in school and community at various levels of ability. Development of knowledge and the art of conducting through the concentrated study of conducting through the concentrated study of conducting techniques involved in the repertoire of all historical periods. (C. R. -3).

Page 84

471 ED. 90 MUS (MSIC 471) MUSIC IN THE ELEMENTARY SCHOOLS

A non-technical music course designed for Teacher Education majors. Methodology and pedagogy relating to Elementary School level music instruction is surveyed with concomitant basic rudiments of music theory. (C.R.-3).

472 ED. 490 MUS (MUSIC 472) PUBLIC SCHOOL MUSIC

A survey-study of the methods and materials for teaching music in the public schools, grades 1-12 inclusive. (C.R.-3).

DRAMA

Page 84

The Drama major at Shaw has been structured to meet the needs of two kinds of students; those students wishing to be qualified to teach drama in the public school system and those desiring to pursue professional theatre. Investigation has shown that in most states certification to teach drama in the public school system is negligible. As a result, in order to be able to teach drama, one must be certified in English. Therefore, the major at Shaw is designed as a co-major; Drama-English. Juxtaposed with the co-major are the required professional education courses.

For the student desiring a non-teaching major and an adequate undergraduate major in drama, the course sequence is structured to provide a well-balanced background for graduate level pursuit or proper entrance requirements for professional school.

DEGREE REQUIREMENTS

The Drama curriculum at Shaw University meets the requirements of the standards set up by the American Educational Theatre Association.

All Drama majors are required to work either in technical or acting areas of all Shaw Players and Company productions. The major productions are staffed by students working under the supervision of the drama faculty.

No student may participate in the productions of any outside play-producing organization without written permission of the Director of the Department.

The Shaw Players and Company is a co-curricula play producing organization open to membership to any student meeting the requirements.

PROGRAMS OF STUDY

DRAMA MAJOR-ENGLISH CO-MAJOR
(Non-Teaching)

There are thirteen (13) courses in Theatre Arts for a Non-Teaching drama major with a co-major in English. They are as follows: 211, 212, 217, 230, 231, 321, 322, 323, 324, 326, 330, 351, 440. A minimum of twelve (12) courses in English including 211, 212, 213, 215, 220, 321, 322, 331, 332, 432 and two other English electives. Additionally, Communications 161, 221, and 322 are required, Music 225, Art 190 and two (2) semesters of a foreign language.

DRAMA MAJOR-ENGLISH MAJOR
(Teaching)

There are eleven (11) courses in Theatre Arts for a Teaching drama major with a co-major in English. They are as follows: 211, 212, 217, 230, 231, 321, 322, 323, 324, 330, 440. A minimum of nine (9) courses in English including 211, 212, 213, 215, 220, 230, 231, 321, 331. Additionally, Communications 161 is required and two (2) semesters of a foreign language.

SCHOOL OF HUMANITIES AND ARTS (cont'd)

COURSE DESCRIPTIONS

211 HISTORY OF THE THEATRE

A composite picture of the major periods of theatre history with special emphasis and attention to the contrast between classical and modern theatre. Three class hours a week. (CR. - 3).

212 HISTORY OF THE THEATRE

Prerequisite 211. Second semester continuation. Three class hours a week. (CR. - 3).

217 ORAL INTERPRETATION

The study and practice of the presentation of literature for oral interpretation. Communication 161, prerequisite. Two class hours a week. (CR. - 2).

230 ACTING I

Training in the basic stage fundamentals. Special projects and group participation. Three class hours a week. (CR. - 3).

231 ACTING II

Prerequisite 230. Second semester continuation. (CR. - 3).

321 STAGECRAFT AND SCENE DESIGN

A combined study of scene design with emphasis on spatial visualization in three dimensions, the study and use of and control of lighting instruments, color psychology and design, problems of sound techniques and reproduction for dramatic use, building and handling of all types of scenery, handling of stage equipment and rigging, and scene painting. Three class hours a week. Lab. fee \$3.50. (CR. - 3).

322 STAGECRAFT AND SCENE DESIGN

Prerequisite 321. Second semester continuation. (CR. - 3).

323 TECHNIQUES OF MAKEUP

An introduction to stage makeup with emphasis on straight, glamor and character makeup and a thorough study of materials and application. Two one and one-half class periods a week. (CR. - 2).

324 IMPROVISATION AND DYNAMICS OF PANTOMIME AND STAGE MOVEMENT

A combined study of body communication and expression, development of free movement in relation to a given dramatic environment, and a study of the mechanics of stage movement with emphasis on period styles, spatial, and interrelated movement. Two class hours a week. (CR. - 2).

Applicable only to non-teaching majors.

326 AFRO-AMERICAN THEATRE

A study of the problems and styles of Black playwrights and the development of Black theatre in America. Two class hours a week. (CR. - 2).

SCHOOL OF HUMANITIES AND ARTS (cont'd)

330 ADVANCED ACTING

Emphasis placed on the development of individual student talent. The study and rehearsal of plays and roles of increasing difficulty stressing relaxation, concentration, relations and the playing of intentions. Prerequisite 230-231. Two one and one-half class hours a week. (CR. - 3).

351 PLAYWRITING

An analytical approach to the writing of plays, plot structure, character delineation, dialogue study and manuscript preparation and marketing. Three class hours a week. (CR. - 3).

421 THEATRE WORKSHOP

Required of all English majors. Not required of Drama majors. A composite and practical course designed for English teachers who are often required to produce and direct some plays on the elementary or secondary level. Three class hours a week. Lab. fee \$3.00. (CR. - 3).

440 DIRECTING

A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directorial approaches and functions are studied. Thesis project required. Three class hours a week. (C... - 2).

VISUAL ARTS

Page 86

DELETE: ART

ADD: VISUAL ARTS: Students may major in the Visual Arts or in Art Education. All majors are required to take a minimum of 13 courses that must include the following: 190, 221, 222, 312, 313, 314, 331, 411, 423, 421, 413, 431, 191. In addition, all students must take two courses from the following: 332, 412, 431.

Page 88

DELETE: 481, 482, 483 INDEPENDENT STUDY

ADD: 413 DESIGN AND APPLIED ART (CRAFTS)

A design workshop directed toward the development and fabrication of such projects as enameling, mosaics, hooked rugs, wall hangings, etc., using a variety of materials, including plastics, metals, wood, cloth, textiles, paper, etc. (CR. - 3).

SCHOOL OF HUMANITIES AND ARTS (cont'd)

ADD:

421 GRAPHIC DESIGN

Etching and engraving; monotype, dry point, hard and soft ground, etching, sugar lift and aquatint. Prerequisites: 222, 313. (CR. - 3).

423 TWENTIETH CENTURY ART

An analysis and interpretation of contemporary American and European art as it has evolved from the late 19th century to the present. Effort is made to identify major and significant developments in painting and sculpture. Prerequisite 211. (CR. - 3).

431-432 PAINTING I AND II

This course is designed to expose the student to the techniques of oil painting, casein, acrylics and other accepted media. (CR. - 3).

The College reserves the right to retain any work of a student for its permanent collection.

1. *Urgency* - *Urgency* is the degree to which a particular problem must be solved. It is often used to describe a situation where there is a sense of time pressure or a need for immediate action. Urgency can be caused by external factors such as a deadline or a crisis, or it can be self-imposed by individuals who feel they must act quickly to achieve a goal.

2. *Importance* - *Importance* refers to the significance or value of a particular problem or task. It is often used to describe situations where the outcome has a major impact on an individual's life or on the lives of others. Importance can be determined by factors such as the potential consequences of a decision or the level of effort required to solve a problem.

3. *Complexity* - *Complexity* is the degree to which a particular problem or task is difficult to solve. It is often used to describe situations where there are many variables involved, or where the solution requires a deep understanding of the underlying principles. Complexity can be caused by factors such as the lack of available information or the need to consider multiple perspectives.

4. *Relevance* - *Relevance* refers to the connection between a particular problem or task and an individual's personal or professional goals. It is often used to describe situations where a problem is important because it directly affects an individual's ability to achieve their objectives. Relevance can be determined by factors such as the individual's interests, values, and experiences.

THE SCHOOL OF URBAN SCIENCES

PHILOSOPHY AND OBJECTIVES:

The central purpose of the School of Urban Sciences is to provide undergraduates with both the "generalist" and the "specialist" knowledge and the direct contact with the urban environment and its concrete problems. It enables students to move directly into innovative community - service programs or into graduate studies with a knowledgeably chosen specialization. It generates high enthusiasm among students whose motivation and creativity may have been suppressed by the remoteness of conventional academic material and methods. As such, the curriculum is designed to give students the fundamental interdisciplinary knowledge, techniques and skills necessary for meeting the living and the changing needs of human society. The program also provides for appropriate field experience to enable the student to develop a better understanding of the urban complex.

While the interdisciplinary foundations of knowledge are to be accomplished through a program of core courses required of all students in the School of Urban Sciences, the specialization in the Urban Sciences professions is to be provided through intensive relevant, responsive and contemporary course work in five major areas. The rationale for the inclusion of these areas rests on the notion that the Urban Sciences are a broad area of concern and, to have a full program, requires an extensive approach to encompass all the dimensions of the urban crisis. It also reflects an understanding of the university's commitment towards the student, by accommodating his various academic interests as well as increasing the working opportunities before him.

As a reflection of the needs of contemporary societies, the philosophy of the Urban Sciences should mean a broader responsiveness to the various components of the urban problems. It should provide means of integration between various areas of concentration through an interdisciplinary process. This interdisciplinary integration should, indeed, be reflected in both the academic programs of course offerings and the teaching methods, whereby the School provides both the professionals and the skilled general practitioners in urban affairs.

COURSES OF INSTRUCTION

Abiding by Shaw University's graduation requirements, the academic program of course offerings for the School of Urban Sciences is divided into three types:

I. GENERAL CORE REQUIREMENTS (11 courses):

These courses are required of all students in the School of Urban Sciences except for Business Education majors. They are of a general studies nature and are designed to furnish the theoretical foundations of the various components of the Urban life:

B.S. 191	Urban Issues and Problems
B.S. 201	Dynamics of Behavior
U. Pol. 211	Grass Roots Politics
B.S. 211	Man and the Social Order
Bus. & Eco. 211	Principles of Economics
U.P. 211	Introduction to Urban Planning
Bus. & Eco. 261	Elementary Statistical Methods
B.S. 301	Human Relations Laboratory
U. Pol. 311	Poverty and Politics
B.S. 321 & 322	Research Methodology

THE SCHOOL OF URBAN SCIENCES (cont'd)

II. URBAN SCIENCES' ACADEMIC PROGRAMS:

The School of Urban Sciences offers a Bachelor Degree of Arts in each of the following major areas:

(A) Behavioral Sciences

The major in Behavioral Sciences is interdisciplinary, integrating the study of Sociology, Psychology and Community Relations. The student majoring in Behavioral Sciences should successfully complete the following courses in Behavioral Sciences: 202, 213, 215, 315, 316, and 491 or 492.

(B) Business and Economics

1. Business Management and Economics

The major in Business Management and Economics is interdisciplinary, basically integrating the study of Business Administration, Managerial Business and Economics. A student pursuing a major in Business Management and Economics should successfully complete the following courses: 221, 241, 321, 341, 342, 343, 361, 411, 412, and 491 or 492.

A student who desires to have a primary focus within this major will be able to do so by increasing the elective courses that serve his focus.

2. Business Education

Business Education majors must complete the general education core requirements of the University, plus the following courses in Business Education: 211, 213, 217, 222, 241, 311, 312, 313, 323, 341, 342, 361, 411, 412, 423.

(C) Urban Planning

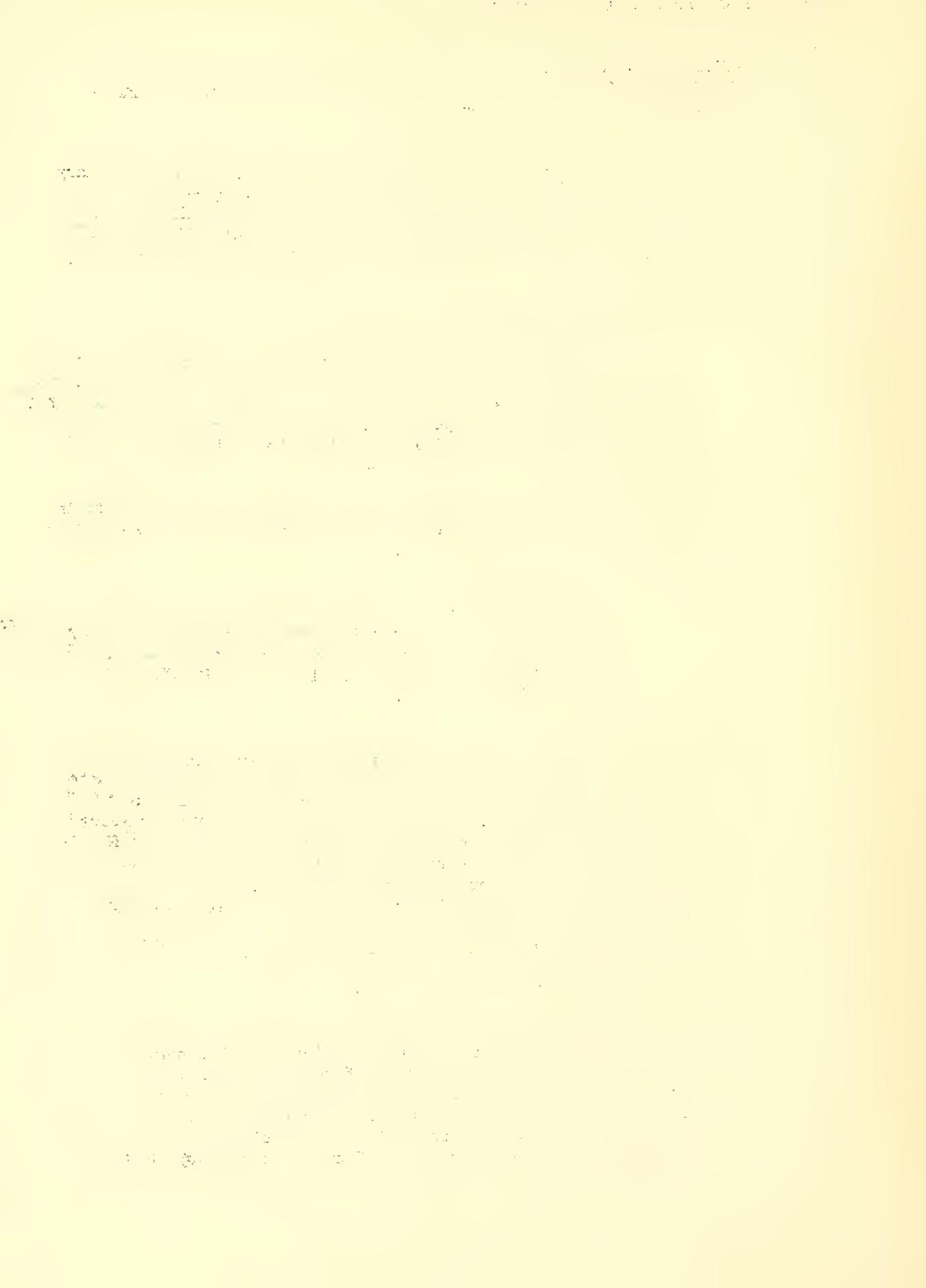
The major in Urban Planning is directly interdisciplinary in nature, and lends itself to the elimination of today's problems that arise from urbanization and population explosion. It is designed to provide a better understanding of the contemporary urban development process, and to facilitate the adequate training and skills necessary to produce urban planners.

A student majoring in Urban Planning should successfully complete the following courses:

- a. In Urban Planning: 214, 351, 352, 353, 413, 414, and 491 or 492.
- b. In Behavioral Sciences: 213.

(D) Urban Politics

The major in Urban Politics is interdisciplinary, basically integrating the study of the fundamentals of Political Science, International Politics, Behavioral Sciences, Economics and History. It relates to the living and the changing realities of our times, and responds to the relevant needs of the contemporary human society.



THE SCHOOL OF URBAN SCIENCES (cont'd)

A student majoring in Urban Politics should successfully complete the following core courses (in Urban Politics): 223, 331, 334, 342, 343, 345, 351, 371, 411, and 491 or 492.

In addition, he must complete the following cognate requirements in History: 341 and 342.

III. ELECTIVE COURSES

The urban sciences' program has developed the general core requirements and the major area requirements in such a way as to enable the student to have a wider choice of courses towards the completion of the graduation requirements.

COURSE DESCRIPTIONS

A. BEHAVIORAL SCIENCES (B.S.)

191 URBAN ISSUES AND PROBLEMS

This course will give the student an overview of the topics he will be dealing with in this field. The course will be highly topical, its content determined by the most important urban issues and problems of the particular year in which it is being offered. The major focus will be to develop a perspective which will aid the student in relating specific issues to the total urban scene. Fall, Spring. (CR. - 3).

201 DYNAMICS OF BEHAVIOR

This course will concern itself with the study of human behavior, with emphasis on common behavioral patterns, motivation, defense mechanism, and the like. It will include some work with theory, but the major emphasis will be on the varieties of normal patterns of interaction. Fall, Spring. (CR. - 3).

202 DEVELOPMENTAL PSYCHOLOGY

A study of the psychological principles of growth through the life span. Spring. (CR. - 3).

203 DEVIANT BEHAVIOR

A systematic examination of social disorganization and deviant behavior in urban societies. Topical areas will include conformity and dissent, mental illness, youth protest, criminality and the dilemmas of work and leisure. Fall. (CR. - 3).

211 MAN AND THE SOCIAL ORDER

The subject matter of this course is the social foundation, perspectives, levels of generalization, and basic concepts used in analyzing and understanding human behavior and social structure. The primary frame of reference here is sociological. The major objective is to view man's behavior-formal and informal-in terms of such differentiating factors as groups, systems, institutions, classes, etc.; to take into account the processes through which man becomes socialized and society-ordered; and to observe the relevance of these in explaining the on-going activity and structuring of contemporary social phenomena. Fall, Spring. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

213 POPULATION PROBLEMS

A survey of demographic trends with particular reference to the urban setting. Problems of composition, distribution, fertility, mortality, and migration will be examined in detail. Spring. (CR. - 3).

215 THE URBAN FAMILY IN CRISIS

A study of the family as a primary group and social institution. Special emphasis is placed upon the contemporary urban family in crisis. Attention is given to the impact of poverty, neglect, dependency, and mobility, as well as an examination of inherent strengths and ways of attaining increased stability in the family. Fall. (CR. - 3).

241 THE HELPING PROFESSIONS

A survey of the helping professions and an assessment of formal and informal community agencies, their strengths and weaknesses. The role of community specialists will be examined, as well as philosophical and practical issues related to those services. Spring. (CR. - 3).

301 HUMAN RELATIONS LABORATORY

A study of group theory, transactional theory of groups, group dynamics, role playing, psychodrama, interviewing and history taking. The course will also promote the development of insight into interpersonal transactions through the use of sensitivity training. Fall, Spring. (CR. - 3).

304 BEHAVIOR DISORDERS

The study of various types of neuroses, psychoses and character disorders. Appropriate laboratory experiences at a mental hospital will be provided. Fall. (CR. - 3).

305 THE EXCEPTIONAL CHILD

A study of the psychological characteristics of children with deviant patterns of development including the mentally retarded, the intellectually gifted, the visually and auditorially handicapped, the speech impaired, the brain-damaged and the emotionally and socially maladjusted child. Spring. (CR. - 3).

306 PSYCHOLOGY OF ADJUSTMENT

A study of the normal patterns of adjustment with emphasis on the forces and the factors shaping and affecting human behavior and the development of personality. Fall. (CR. - 3).

312 SOCIAL STRATIFICATION

A general focus on the nature, degree and variable features of stratification as they relate to the social structure. Spring. (CR. - 3).



THE SCHOOL OF URBAN SCIENCES (cont'd)

313 COMMUNITY ORGANIZATION

A review of how low-income communities can be encouraged to identify their needs and to initiate action to satisfy these needs. Viable objectives to be emphasized will include the development of organized neighborhood groups throughout low-income communities, the encouragement of intensive discussions among representatives of all groups concerned with problems of low-income people, and the training of community workers to stimulate community improvement efforts. The student will be introduced to certain techniques to include indirect leadership, effective meeting procedures, and intervention strategies.

Fall. (CR. - 3).

314 THE CONTEMPORARY COMMUNITY

Sociological analysis of social aspects of communities, with perspective on the urban. Attention given to changing community characteristics, roles and institutions within the American context. Fall. (CR. - 3).

315 ETHNIC GROUP RELATIONS

Analysis of the nature and dynamics of forces and situations involved in relationships between majority groups of varying ethnic, racial and national origins and backgrounds. Spring. (CR. - 3).

316 COMPARATIVE URBAN CULTURES

A comparative study of the organization of cultural behavior in systems of communication, technology, social relations, ritual, ideas and sentiments. The relation of such systems to personal behavior, continuity, change, or culture transfer. Western and non-Western urban models will be used. Spring. (CR. - 3).

321, 322 RESEARCH METHODOLOGY

This is a two-semester course the first phase of which is basically theoretical emphasizing the methods of data collection, classification and analysis. In the second phase, students will choose their own research topic or topics and use the community as a field laboratory for conducting them. All research topics should directly relate to the community's contemporary needs and problems. Fall. Spring. (CR. - 6).

411 CONTEMPORARY SOCIAL MOVEMENTS

A systematic approach to the study of large, ideologically oriented groups and their members. A brief review of the history of social movements. A study of the ideologies which give rise to the movements. The reasons for joining movements and the consequences of membership. How social movements relate to social problems, particularly those of urban areas. Spring. (CR. - 3).

412 CHANGE STRATEGIES

An understanding of the problem of change in the urban setting. This course will address itself to such questions as: Why do people change? Why do they resist change? When are group strategies superior to individual ones? What role does the power structure play in change? Spring. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

481, 482, 483 INTERNSHIP

In addition to course work, each student majoring in Behavioral Sciences may participate in an approved internship program. Each student will choose his own assignment in consultation with his academic advisor and the coordinator of the internship program. The program will be carefully selected to meet the student's professional and personal interests and will provide the student with a good measure of responsibility so that he will have a sense of continuity between his university experience and future employment. These internships will be paid from full-time jobs. The student who has successfully participated in and completed the internship program will be given up to nine units of credits for that program, depending upon the nature of the program and the number of credits assigned in advance for it.

As a final requirement, a student should write an extensive report of his experiences and observations in the internship. The main object of this requirement is to help the student discover the meaning of these experiences and relate them to his planned career. Included in this requirement is a mandate to the student to evaluate the internship program. This feedback will enable the School of Urban Sciences to remain continuously aware of changes in the community and responsive to them. Every semester.

(CR. - 3-9 - Arr).

491, 492 SENIOR SEMINAR

B. BUSINESS AND ECONOMICS

The following courses are required of all students enrolled in this area of Urban Sciences:

241 CONSUMER ECONOMICS

Designed to acquaint the student with the character and significance of the factors which determine and govern consumption, particularly as they are related to the prosperity and stability of the economic system. (CR. - 3).

341 ACCOUNTING I

Deals with the theories of debits and credits, and principles of various accounting records, classification of accounts and problems of balance sheets and income statement. Fall, Spring. (CR. - 3).

342 ACCOUNTING II

More extensive and intensive study of accounting theory and how accounting can be applied to the keeping of records in various types of professional offices. Fall, Spring. (CR. - 3).

361 FUNDAMENTALS OF MANAGEMENT

A study of the functions of management: planning, organizing, directing, motivating, coordinating, and controlling the activities of an administrative unit. Administrative decision-making, communication and human relations will also be discussed. Fall. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

411 MARKETING

A study of the marketing structure of modern business organizations, and the organization and governing principles of the American System of distribution and marketing. Fall. (CR. - 3).

412 BUSINESS LAW

A study of the substantive and procedural phases of the law met in everyday business activities. Fall. (CR. - 3).

1. BUSINESS MANAGEMENT AND ECONOMICS (B.M.E.)

211 PRINCIPLES OF ECONOMICS

A study of American economic institutions with emphasis upon monetary system, employment theory, business fluctuations and price analysis.

221 URBAN ECONOMICS

A study of the application and the relevancy of the basic economic theories and principles to the urban economic problems. Prerequisite: 211.

222 LABOR PROBLEMS

A study of the impact of industrialization on the labor market and resulting economic problem areas of wages, working conditions, unemployment and disability. Labor market institutions - unions and government - and effects or roles played by them on the economy. Prerequisite: 211.

261 ELEMENTARY STATISTICAL METHODS

An introduction to the basic problems of measurement involving the analysis and interpretation of statistical data.

311 VALUE AND DISTRIBUTION

The study of price determination in various kinds of market structures. Theories of microeconomics and factors allocation. Prerequisite: 211.

312 INCOME AND EMPLOYMENT

An analysis of the determination of the level of income and employment and the fiscal and monetary policies for economic stabilization. Emphasis on the Keynesian theory. Prerequisite: 211.

313 MONEY AND BANKING

A study of various monetary theories and the institution and policies of banking. Prerequisite: 211.

321 BUSINESS ECONOMICS

This course consists of an analysis of price structures as well as of an interpretation of business and financial conditions. Stress is placed upon economic cycles and their relation to general business. Prerequisite: 211.

THE SCHOOL OF URBAN SCIENCES (cont'd)

322 THE DEVELOPMENT OF ECONOMIC THOUGHT

A review of the main development of economic theory from the Middle Ages to the present time. Prerequisite: 211.

343 ACCOUNTING III

Applications of accounting to special situations, such as taxation, business associations, factory and cost accounting. Fall, Spring. (CR. - 3)

413 BUSINESS FINANCE

A study of the fiscal policy and analysis of the fiscal devices of various types of business establishments, including sources of income and necessities for expenditures. Prerequisite: 211. Spring. (CR. - 3).

421 COMPARATIVE ECONOMIC SYSTEMS

A study of how societies undergo economic growth and institutional change. Developing countries are the main focus of attention, most detailed consideration being given to Africa. Discussion of the rationality and feasibility of economic planning. Comparison of economic performance of free and planned economics and consideration of competition between them. Emphasis is on the utilization of models from developing countries to minority economics in the United States. Prerequisite: 211. Spring. (CR. - 3).

481, 482, 483 INTERNSHIP

In addition to course work each student majoring in Business Management and Economics may participate in an approved internship program. Each student will choose his own assignment in consultation with his academic advisor and the coordinator of the internship program. The program will be carefully selected to meet the student's professional and personal interests and will provide the student with a good measure of responsibility so that he will have a sense of continuity between his university experience and future employment. These internships will be paid from full-time jobs. The student who has successfully participated in and completed the internship program will be given up to nine units of credit for that program depending upon the nature of the program and the number of credits assigned in advance for it.

As a final requirement, a student should write an extensive report of his experiences and observations in the internship. The main object of this requirement is to help the student discover the meaning of these experiences and relate them to his planned career. Included in this requirement is a mandate to the student to evaluate the internship program. This feedback will enable the School of Urban Sciences to remain continuously aware of changes in the community and responsive to them.

Every semester. (CR. - 3-9 - Arr).

491, 492 SENIOR SEMINAR

Fall, Spring. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

2. BUSINESS EDUCATION (BE)

211 ELEMENTARY TYPING

A course designed to acquaint the student with the mechanisms and maintenance of a typewriter, to teach touch typing and to give some experience in typing business letters and other matters. (Identical with SS 211) (CR. - 3).

212 INTERMEDIATE TYPING

Emphasis on reinforcement of basic skills; speed, accuracy, complex letter forms. Prerequisite: Typing 211. (Identical with SS 212) (CR. - 3).

213 ADVANCED TYPING

Typing skills development continued with additional work in preparation of various forms of business correspondence, manuscripts and documents. Prerequisite: 212. (CR. - 3).

214 PRINCIPLES OF BUSINESS

Designed to introduce students to the field of business and business concepts. (CR. - 3).

217 BUSINESS WRITING

A course concerned with correct and effective business writing. (CR. - 3).

222 BUSINESS MATHEMATICS

A course designed to cover exercises and problems of everyday calculations with which business people are confronted. (CR. - 3).

311 BEGINNING SHORTHAND

Aims to develop an understanding of the shorthand methods and principles and the application of them to dictation and transcription. (CR. - 3).

312 INTERMEDIATE SHORTHAND

Aims at vocabulary building and the development of the ability to take various types of dictation and make multiple types of dictation and transcriptions. Prerequisite: 311. (CR. - 3).

313 ADVANCED SHORTHAND

Continuation of development in skill, speed and accuracy in taking dictation, transcribing, typing and mailing reproduced work. (Identical with SS 313.) Prerequisite: 312. (CR. - 3).

323 STENOGRAPHY

A course designed to aid the student in coordinating speed and accuracy in the basic skills of stenographic service already learned, with emphasis on dictation, transcription and typing. (Identical with SS 323). Prerequisite: 313. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

333 SECRETARIAL PRACTICE

A laboratory on office books and their use and a study of the operational and mechanical aspects of office machinery.
(CR. - 3).

423 BUSINESS MACHINES

Development of basic skills and techniques in the operation of duplicating, dictating and transcribing, adding, calculating, and recording machines. An acquaintance with the latest office machinery and equipment is provided. (CR. - 3).

C. URBAN PLANNING (U.P.)

211 INTRODUCTION TO URBAN PLANNING

This course will explore the various areas of urban planning as being practiced today. Those include social, economic, physical, health, policy and political planning. Fall, Spring.
(CR. - 3).

214 ECOLOGY OF THE CITY

This course will examine the way in which the world's cities exhibit distinctive spatial patterns, both in land use and in the distribution of population groupings. Through the use of comparative materials, a critical analysis will be made of the extent to which the interplay of unplanned or "natural" forces of growth and change - demographic, technological, and economic - produce modifications in spatial patterns. At the same time, the course will include an exploration of the extent to which purposive social action affects these patterns. Fall.
(CR. - 3).

351 URBAN PLANNING

A study of the evolution of planning response to physical, social, and economic problems, influences of urban growth as well as principles of design, public and private policy, major concepts and procedures used by urban planners to improve the urban environment. Prerequisite: 211. Fall, Spring. (CR. - 3).

352 PLANNING AND DECISION THEORY

Origins and evolution of the concept of planning. How to go about determining appropriate methods to plan any action. Problems of choice, prediction, resource allocation and the public interest will be discussed. Determination of values, means and ends will be explored. Prerequisite: 351. Spring. (CR. - 3).

353 SOCIAL POLICY PLANNING

A study of social policy problems that confront society. Exploration of how social policy is made, what directions planning is taking and the methods of designing equitable social systems. The process of citizen participation will be discussed as it relates to the problems of the poor and the minority groups. Prerequisite: 351. Spring. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

411 LAND USE PLANNING

Basic aspects of land use studies and urban spatial structure as used by planners. Included will be transportation analysis, land planning for future development, land use controls, water resource planning and location of public facilities. Prerequisite: 351. Fall. (CR. - 3).

413 URBAN SYSTEMS THEORY

This course will attempt to enable the student to perceive the world, the country, the state, the city, etc., as a system with various forces exerting pressure on the system. The ways in which the system changes or adapts will be studied. This approach provides a useful conceptual model for identifying problems and devising solutions. Prerequisite: 352. Fall. (CR. - 3).

414 ADVANCED PLANNING PROBLEMS

Individual research or action programs will be developed in this course designed to meet special student needs. The course will allow for deeper study into special areas of planning such as governmental decision-making or quantitative methods. Prerequisite: 352. Spring. (CR. - 3).

481, 482, 483 INTERNSHIP

In addition to course work, each student majoring in Urban Planning may participate in an approved internship program. Each student will choose his own assignment in consultation with his academic advisor and the coordinator of the internship program. The program will be carefully selected to meet the student's professional and personal interests and will provide the student with a good measure of responsibility so that he will have a sense of continuity between his university experience and future employment. These internships will be paid from full-time jobs. The student who has successfully participated in and completed the internship program will be given up to nine units of credit for that program depending upon the nature of the program and the number of credits assigned in advance for it.

As a final requirement, a student should write an extensive report of his experiences and observations in the internship. The main object of this requirement is to help the student discover the meaning of these experiences and relate them to his planned career. Included in this requirement is a mandate to the student to evaluate the internship program. This feedback will enable the School of Urban Sciences to remain continuously aware of changes in the community and responsive to them. Every semester. (CR. - 3-9 - Arr.).

491, 492 SENIOR SEMINAR

Fall, Spring. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

D. URBAN POLITICS (U. Pol.)

211 GRASS ROOTS POLITICS

The conceptualization and institutionalization of the study of politics, its foundations and environment. The sociological, psychological, economic and political context within which each governmental structure operates, and to which it responds. A comparative analysis of the fabrics and the characteristics of the input-giving and the out-put making institutions. The course will allow for deeper study of grass roots politics and institutions as they relate to the poor and the minority groups in the United States. Fall, Spring. (CR. - 3).

223 AMERICAN GOVERNMENTAL SYSTEM

A study of the origin, structure and operations of the federal, state and local governments in the United States. Emphasis will be made on the formation and implementation of Public Policy. Prerequisite: 211. Fall, Spring. (CR. - 3).

231 POWER IN THE CITY

This course will attempt to give the student an understanding of the impact of broad influence on politics and political processes on urban affairs. The formal structures of power and the existing mode of citizen participation will be critically evaluated, while considerable attention will also be given to the relative strengths of the informal sources of power and influence in the city: interest groups, political parties, existing bureaucracies, civic leaders, the news media, organized crime, traditional institutions, protest groups. The course will examine the way in which issues and conflicts are resolved through a complex interplay of competing demands, as evidenced by both overt and covert political maneuvering strategies and as interpreted selectively by those in power. Spring. (CR. - 3).

311 POVERTY AND POLITICS

A comparative study of the deterrents to political participation by the poor in different political systems. Special emphasis will be given to the impact of federal programs on the war on poverty in the United States. The role of the poor in the organization and administration of poverty programs. The role of the international community in the war on poverty. Functionalism is an approach to human rights, peace and democratic stability. Spring. (CR. - 3).

313 PUBLIC ADMINISTRATION

An introductory course which deals with the theory and practice of modern organizations. Attention is given to the many patterns of behavior and facets of decision-making involved in the administration of modern governments. Spring. (CR. - 3).

331 LEGAL PROCESS

This course is designed to give the student the knowledge and skills necessary to make use of the legal process as a layman and to make the most effective use of whatever professional legal resources may be at his disposal. Fall. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

334 UNITED STATES' CONSTITUTION

A study of the origin and growth of the United States' constitution. Problems of interpretation and adaptation to contemporary needs. "De facto" and "de Jure" constitutional concepts. Attention is given to the nature and operation of the United States' Supreme Court and its role in the constitutional developments. Prerequisite: 223. Fall. (CR. - 3).

342 INTERNATIONAL POLITICS

A study of the nature, the theoretical foundations, and the development of world politics. Analysis of the Cold War concept and its impact on the organization and administration of the international political process. Attention is given to major powers' foreign policies; world limited detente and its implications; basic international problems; and the role of both international law and organization in world affairs. Spring. (CR. - 3).

343 INTERNATIONAL ORGANIZATIONS

Origin, nature, and development of international organization; the structure and function of the world cooperation; regionalism and internationalism; the structure and function of the League of Nations and the changing United Nations; the new phenomena and developments in a changing international organization; and the management of world diplomacy and power. Fall. (CR. - 3).

345 COMPARATIVE POLITICAL SYSTEMS

A comparative analysis of the political institutions and governmental structure of the world major political systems. The course will focus on selected Western, Non-Western, and Developing Political Institutions. Fall. (CR. - 3).

351 CONTEMPORARY LAW OF NATIONS

New international law in a divided world. The changing structure and function of the law of nations in view of the changing nature, scope, and structure of both international relations and organizations. A special attention is given to the major contemporary problems and developments of international law. Fall. (CR. - 3).

371 POLITICAL THOUGHT

Study of the philosophy and contribution of selected world famous political thinkers from Plato to the present. Consideration is given to different civilizations, political cultures and world political systems. Fall, Spring. (CR. - 3).

373 URBANIZATION IN NEWLY DEVELOPING COUNTRIES

A study of modernization and urbanization of traditional societies through the process of social, economic, and political changes the forces that have facilitated the changes. Urban problems, politics and planning in the emergent nations of the developing world. Spring. (CR. - 3).

THE SCHOOL OF URBAN SCIENCES (cont'd)

411 AFRICAN POLITICS

A study of the political and governmental processes in selected African countries. Contemporary African social and political movements; problems of modernization, political development, colonial legacy, and apartheid policy. The role of contemporary Africa in reshaping and developing a new world order. Spring. (CR. - 3).

413 PUBLIC FINANCE

A study of public expenditures, sources of revenue, public debt and fiscal policy and their effects on income, employment, and consumption. Fall. (CR. - 3).

431, 482, 483 INTERNSHIP

In addition to course work, each student majoring in Urban Politics may participate in an approved internship program. Each program will choose his own assignment in consultation with his academic advisor and the coordinator of the internship program. The program will be carefully selected to meet the student's professional and personal interests and will provide the student with a good measure of responsibility so that he will have a sense of continuity between his university experience and future employment. These internships will be paid from full-time jobs. The student who has successfully participated in and completed the internship program will be given up to nine units of credit for that program, depending upon the nature of the program and the number of credits assigned in advance for it.

As a final requirement, a student should write an extensive report of his experience and observations in the internship. The main object of this requirement is to help the student discover the meaning of these experiences and relate them to his planned career. Included in this requirement is a mandate to the student to evaluate the internship program. This feedback will enable the School of Urban Sciences to remain continuously aware of changes in the community and responsive to them. Every semester. (CR. - 3-9 - Arr.).

491, 492 SENIOR SEMINAR

Fall, Spring. (CR. - 3).

COOPERATIVE PROGRAM IN THE NATURAL
AND PHYSICAL SCIENCES AND ENGINEERING

Page 102

ADD: (At North Carolina State University) after MAJORS:
DELETE: Biology from (A) SCHOOL OF AGRICULTURE AND LIFE SCIENCES
DELETE: Chemistry from (B) SCHOOL OF PHYSICAL SCIENCE AND APPLIED MATHEMATICS

Page 103

DELETE: GENERAL CORE REQUIREMENTS (Shaw University)
ADD: GENERAL CORE REQUIREMENTS (Shaw University)
General Core requirements in the Natural and Physical Sciences and Engineering are similar to those for the University-wide requirements offered through the School of General Studies with the following exceptions:
Mathematics 211 should be substituted for Mathematics 151 and 152.

Mathematics, Biology and Chemistry majors may not take the Natural and Physical Science sequence of core as their major requirements.

DELETE: GRADUATION REQUIREMENTS FOR B.S. DEGREE
ADD: GRADUATION REQUIREMENTS FOR B.S. DEGREE (Shaw University)

Biology Majors
Core Curriculum Plus
211, 213, 223, 311, 312, 323, 331,
332 423, 442, 481, 482
Chemistry 212, 214, 341, 342
General Physics (Two Semesters)
Mathematics 222, 223
Plus 2 electives - Four Semesters (12 credits)
of Foreign Language in either German or French.

Chemistry Majors
Core Curriculum Plus
212, 214, 311, 341, 342, 423, 431,
433, 442, 481, 483 Plus Elective (2) 411, 413, 445
Biology (1 elective)
Mathematics 222, 223, 224
General Physics (Two Semesters)
Plus 4 electives: Four Semesters (12 credits)
of Foreign Language in either German or French.

COOPERATIVE PROGRAM IN THE NATURAL & PHYSICAL SCIENCES & ENGINEERING (cont'd)

Page 104

DELETE: HEALTH AND PHYSICAL EDUCATION MAJORS

DELETE: MATHEMATICS MAJORS

ADD: MATHEMATICS MAJORS
Core Curriculum Plus
222, 223, 224, 225, 311, 312, 423, 481, 482
Plus 4 electives from 313, 315, 411, 412,
413, 414 and 425
Four elective Science courses from Biology
211, 212
Chemistry 212, 214; and Two Semester of
General Physics
Plus 9 electives from Science and/or Non-Science
areas amounting to 28-30 credit units.
Students who plan to teach mathematics in
secondary level must take 313 or 412 as one
of their required electives.

COURSE DESCRIPTIONS

DELETE: NATURAL SCIENCES

ADD: BIOLOGY

DELETE: Topics included are requested by the class, from 161
LIFE SCIENCE.

ADD: Nutrition between "disease and viruses" in 161 LIFE SCIENCE

DELETE: N.C. STATE 100 from 211 GENERAL BIOLOGY

DELETE: BIOLOGY CORE 11 from 212 ZOOLOGY

ADD: 212 INVERTEBRATE ZOOLOGY

DELETE: 213 ADVANCED ZOOLOGY (BIOLOGY CORE 111)

ADD: 213 VERTEBRATE ZOOLOGY

Page 105

DELETE: "Amphioxus" from 311 VERTEBRATE EMBRYOLOGY

ADD: "Amphibian"

DELETE: 321 ANIMAL PARASITOLOGY
322 PLANT PHYSIOLOGY
342 APPLIED ENTOMOLOGY
412 HISTOLOGY AND MICROSCOPIC TECHNIQUE

COOPERATIVE PROGRAM IN THE NATURAL AND PHYSICAL SCIENCES (cont'd)

Page 106

DELETE: 413 CELL PHYSIOLOGY
 432 BIOCHEMISTRY
 483 from SEMINAR
 491, 492, 493 RESEARCH

ADD: 442 BIOCHEMISTRY
A one-term course designed for chemistry and biology majors. Biochemistry is a multidisciplinary subject, applying chemistry, biology, and physics to living systems. Included are the chemical properties of biologically active compounds, enzymology and metabolism of carbohydrates, lipids, proteins and other nitrogen compounds. The interrelations among the carbon, nitrogen and energy cycles, and the special control mechanisms of metabolism will be explored. Spring.
(CR. - 4) Prerequisite: Bio. 211, Chem. 341.

491 INDEPENDENT STUDY AND RESEARCH

An introduction to the practice and methodology of biological and biochemical research under the supervision of staff. Survey of abstracts and pertinent literature on the problem, execution of a research program and submission in the form of a term paper or small technical paper; can only be taken in senior year by an excellent student and only with the permission of the academic advisor. Every semester.
(CR. - Arr.)

PHYSICAL SCIENCES

171 PHYSICAL SCIENCES

A survey of physics, chemistry, geology and astronomy for non-science majors, including topics of modern interest such as atomic energy, rockets and jets.
(CR. - 3)

DELETE: 213 from INTRODUCTION TO INORGANIC CHEMISTRY
 232, 233 ORGANIC CHEMISTRY

ADD: 214 GENERAL CHEMISTRY II
Continuation of Chemistry 212 and terminal course in general chemistry. Includes physical principles of chemical equilibrium; energy and chemical change; electrochemistry; solutions; acid-base concept; nomenclature and outlines of Organic Chemistry. 3 hours lecture and one two hour laboratory. Prerequisite: Chemistry 212. (CR. - 4).

Cooperative Program in the Natural & Physical Sciences & Engineering (cont'd)

Page 107

DELETE: 351, 352 PHYSICAL CHEMISTRY
 412 ADVANCED INORGANIC CHEMISTRY
 432 BIOCHEMISTRY
 483 SEMINAR
 491, 492, 493, 494 INDEPENDENT STUDY AND RESEARCH

- ADD: 341 ORGANIC CHEMISTRY I
 A fundamental course on Organic Chemistry dealing with the chemistry of aliphatic hydrocarbons including their reactions and mechanisms, aromatic hydrocarbons, resonance theory and electrophilic substitution reaction with laboratory illustrations of the lecture material. Three hours lecture and three hour laboratory. Prerequisites: Chemistry 212 and 214. (CR. - 4)
- 342 ORGANIC CHEMISTRY II
 A study of nucleophilic substitution reactions, nucleophilic addition reaction heterocyclic compounds, organic medicinal compounds and photochemistry with laboratory illustrations of the lecture material with emphasis on recent advances and techniques. 3 hours lecture and 3 hours laboratory. Prerequisite: Chemistry 341.
- 423 QUALITATIVE ORGANIC ANALYSIS
 An introduction to the identification of organic compounds by means of physical properties; chemical classification tests and preparation of derivatives. 1 hour lecture and 5 hours of laboratory. Prerequisite: Chemistry 342. (CR. - 3).
- 431 PHYSICAL CHEMISTRY I
 Physical chemical principles emphasizing the first and second laws of thermodynamics; solutions and phases equilibria; thermodynamics and chemical equilibrium; solid and liquid states of matter. 3 hours of lecture and 3 hours of laboratory. Prerequisite: Chemistry 342, Math 223, Physics II. (CR. - 4).
- 433 PHYSICAL CHEMISTRY II
 Continuation of chemistry 431 to include chemical kinetics, kinetic theory of gases, electrochemistry and electrochemical cells. 3 hours of lecture and one 3-hour laboratory. Prerequisite: Chemistry 431. (CR. - 4).

Cooperative Program in the Natural & Physical Sciences & Engineering (cont'd)

442 BIOCHEMISTRY

A one-semester course designed for chemistry and biology majors. Bio-chemistry is a multidisciplinary subject, applying chemistry, biology, and physics to living systems. Included are the chemical properties of biologically active compounds; enzymology; and metabolism of carbohydrates, lipids, proteins, and other nitrogen compounds. The interrelation among the carbon, nitrogen and energy cycles, and the special control mechanisms of metabolism will be explored. Prerequisite: Bio. 211, Chem. 341. (CR. - 4)

445 RADIOCHEMISTRY

An introduction to the study of ionizing radiations resulting from radioactive decay, detection, measurement and nature of half life determinations, medical and industrial applications (available at St. Augustine's College). (CR. - 4)

481, 483 READING IN HONORS CHEMISTRY

An extensive reading and in-depth study on a particular topic of advanced chemistry and presentation in the form of a review paper. Can be taken only in senior year. Prerequisite: Three years of chemistry. (CR. - Arr.).

491 INDEPENDENT STUDY AND RESEARCH

An introduction to the practice and methodology of chemical research under the supervision of the staff. Survey of chemical abstracts, chemistry literature and preparations and execution of a research program. Can only be taken in senior year with the permission of the advisor. (CR. - Arr.)

HEALTH AND PHYSICAL EDUCATION

Page 107

DELETE: **HEALTH AND PHYSICAL EDUCATION - Entire Program**

ADD: **HEALTH AND PHYSICAL EDUCATION**

The objectives of the Area of Health and Physical Education are: to (1) provide service courses in health and physical education for undergraduates, (2) organize and supervise intramural sports for students of the University, (3) assist in promoting a program of general recreation for student, faculty and staff members, (4) prepare recreational leaders, prepare athletic coaches and teachers of health and physical education in secondary schools.

Requirements

All first year students are required to take two semesters of health and physical education. Students whose physical condition, in the opinion of the University physician, limits their participation in the regular required physical education program may elect to take physical education s200 and s225 or any other nonvigorous activity courses to fulfill requirements.

COOPERATIVE PROGRAM IN THE NATURAL AND PHY. SCIENCES & ENGINEERING

(cont'd)

Students enrolled in required physical education classes are charged a locker room fee of \$1.00 per semester. Each student enrolled in physical education classes is required to purchase a prescribed gynmasium outfit. Uniform may be secured from the University Bookstore at a cost of approximately \$5.00 for men and \$8.00 for women. (Does not include tennis shoes.)

Students majoring in physical education will be expected to purchase a special type of uniform as well as costumes for dancing and swimming.

HEALTH AND PHYSICAL EDUCATION Teacher Education Program

Core Curriculum Plus

221, 233, 222, 223(W), 333(W), 341 (M),
351, 353, 373, 374, 423, 432, 472, 481,
482, 490

Sciences

Biology 211 (Required as a University core requirement)
Applied Anatomy 371
Human Physiology 372

Education

211, 350, 322, 323, 480 and 490
Plus 3 Electives and
8 Sports Skill Courses

HEALTH AND PHYSICAL EDUCATION WITH CONCENTRATION IN Recreation Program

Core Curriculum Plus

P.E. 221, 233, 222, 341, 345,
373, 374, 432, 472, 481, 491
Science - 8 Credits
Psychology - 9 Credits
Elective - 27-28 Credits
Recreational Skill Course - 10

Recreation Concentration

Students who desire not to teach may substitute teacher education courses for recreation courses. Such students must confer with area advisor for proper selection of substitute courses.

COURSE DESCRIPTIONS

141 PERSONAL HEALTH

This course is designed to explore and discuss realistic health topics that would stimulate, motivate and inspire students to wise health behavior in such crucial matters as eating, drinking, dieting, smoking, drug use and misuse, sex education, family living and environmental health. (CR. - 1).

Cooperative Program in the Nat. & Phy. Sciences and Engineering (cont'd)

151 FUNDAMENTAL SKILLS

This course is designed for students who do not meet minimum standards of physical capacity and wish to elevate general levels of physical conditioning as well as specific areas of weakness. Emphasis is placed on a wide variety of exercises, fundamental sport skills and games of low organization. (CR. - 1)

152 FUNDAMENTAL SKILLS

Continuation of 151. (CR. - 1)

211 PHYSICAL EDUCATION FOR TEACHERS

A course designed for elementary teachers. The programs of physical education suitable for the primary, intermediate and upper elementary grades dealing with principles, methods, and materials are presented. (CR. - 3).

221 HISTORY AND PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION

An orientation into the field of physical education through the study of historical backgrounds, systems, and organizations, leaders and movements, programs and sports of the past and present. (CR. - 3).

222 TAP, FOLK AND SOCIAL DANCES

This course deals with the basic skills and techniques for folk, tap and social dance. (CR. - 2)

223 INTRODUCTION TO MODERN DANCE

A study of the fundamentals of modern dance, including an analysis of movement, conditioning techniques, choreography, composition, settings, costuming, and exhibitions. (CR. - 2)

333 METHODS AND MATERIAL FOR WOMEN'S SPORTS (W)

This course presents a progressive athletic program for women, stressing methods of supervision and teaching, starting with simple games and leading to the highly organized seasonal games, skill tests, squad organization, officiating and play day materials are stressed. (CR. - 2).

341 METHODS AND MATERIALS IN COACHING AND OFFICIATING MAJOR SPORTS

Methods and materials, techniques and skills in teaching and coaching football, basketball, baseball, track and field, and other major sports are stressed. (CR. - 2).

342 RECREATION FOR THE HANDICAPPED

This course includes theory and practice in the development of recreation programs for the physically, mentally and socially handicapped. (CR. - 3).

Cooperative Program in the Natural & Physical Sciences & Engineering (Cont'd)

343 PRINCIPLES OF COMMUNITY RECREATION

This course presents the story of play and efficient methods of organizing and conducting community recreational activities, such as a community playground, a recreation center, group outings, community swimming pools, parent-teacher entertainment, and church recreational occasions. (CR. - 3).

345 INTRAMURAL AND RECREATIONAL SPORTS FOR HIGH SCHOOL AND COLLEGE

The organization and administration of intramural and recreational activities; lectures, papers, discussion of finance, equipment, schedules, policies and officiating. (Majors only) (CR. - 2).

351 PRINCIPLES AND METHODS OF TEACHING HEALTH EDUCATION

Principles of health and methods to be employed in the teaching of health in the elementary and secondary schools are presented. (CR. - 3).

353 SCHOOL AND COMMUNITY HEALTH

This course is designed to give a general survey of the science of sanitation with emphasis on the school and community phase of hygiene, and the relation of the teacher to school and community health. (CR. - 3).

371 APPLIED ANATOMY

This course is designed to teach the fundamental structure of the human body by means of lectures, demonstrations, charts, films, drawings, models and laboratory exercises. (CR. - 4).

372 HUMAN PHYSIOLOGY

A study of the various systems of the body and the functions of vital organs. Special considerations are given to the muscular, nervous, circulatory and respiratory systems as related to physical education activities. Laboratory. (CR. - 4).

373 KINESIOLOGY

A study of the principles of human motion. Anatomical and mechanical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance. (CR. - 3).

374 FIRST AID AND SAFETY

This course covers phases of school safety education, occupational, recreational and home. Lectures, practical and demonstrations in the care and prevention of injuries are presented. (CR. - 2).

423 INDIVIDUAL AND CORRECTIVE PHYSICAL EDUCATION

This course considers problems presented by handicapped persons. The application of appropriate rehabilitation techniques is discussed. Practice in exercise measures will be stressed for remedials. (CR. - 3).

Cooperative Program in the Natural & Physical sciences & Engineering (Cont'd)

432 ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION
This course considers administrative policies, problems and standards pertaining to the execution of the program of health and physical education in the schools and colleges. (CR. - 3).

472 INTRODUCTION TO TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION

This course is designed to familiarize students with tests and measurements in the field of health and physical education, test construction, scoring and methods of using results. (CR. - 3).

480 METHODS AND MATERIALS FOR TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS

Teaching physical education on the secondary level. Special attention to the content of material, techniques, and procedures relative to individual and dual sports, team games, rhythms, and gymnastic activities. Organization and guidance of learning experiences appropriate for desired outcomes and the study of local and state programs are presented. (CR. - 3).

481 SUPERVISED EXPERIENCE IN PHYSICAL EDUCATION AND RECREATION

This course provides laboratory experiences for major students under the supervision of staff in physical education and recreation activities. Students will observe and assist teachers and recreation leaders in various settings. Prerequisite: Completion of at least six skill courses and P.E. 430. (CR. - 3).

482 SEMINAR IN HEALTH, PHYSICAL EDUCATION AND RECREATION

Discussion and analysis of problems, decisions and actions of the physical education teacher or recreation leader in relation to his role as director of learning. Includes laboratory experiences in observing and evaluating teachers' and leaders' performances. (CR. - 3).

490 STUDENT TEACHING

Every semester. (CR. - 6).

491 RECREATION FIELD EXPERIENCE

This course is designed to provide experiences for those students who elected not to teach but to work in recreation. Assignments are made to local recreation agencies on the same basis of student teaching. (CR. - 3).

SKILLS AND TECHNIQUES

All Skills and Techniques Courses Meet Three Hours Per Week.

S211 ARCHERY

Fundamental skills in target shooting and practical experience in archery games. (CR. - $\frac{1}{2}$)

Cooperative Program in the Natural & Physical Sciences & Engineering (Cont'd)

S212 BASEBALL (M)

Practice in fundamental individual baseball skills and strategies and the elements of position play. (CR. - $\frac{1}{2}$)

S213 BASKETBALL

Practical experience in fundamental basketball skills and the elements of team play from the coaching standpoint. (CR. - $\frac{1}{2}$).

S214 SWIMMING

Offers a fundamental skill and teaching knowledge of the basic strokes, individual water stunts, and basic dives. (CR. - $\frac{1}{2}$).

S200 SPORTS APPRECIATION

This course is designed to provide vicarious experiences in a variety of sport activities through the media of motion pictures, slides, television, athletic events, guest speakers, models and discussion. (CR. - $\frac{1}{2}$).

S221 FUNDAMENTALS OF RHYTHM

Fundamentals of movement and rhythmic response, both of which are essential to competence in the various fields of dance and in meeting the needs of daily living. A prerequisite to all dance courses. (CR. - $\frac{1}{2}$).

S222 FIELD HOCKEY

A basic course covering practice in the fundamentals of stick work and team play. (CR. - $\frac{1}{2}$).

S223 FOOTBALL (M)

Emphasis on the practice of fundamentals. Essentials such as theory of position play and field strategy are coordinated. (CR. - $\frac{1}{2}$).

S224 FOLK AND SQUARE DANCE

Emphasis is on the basic techniques of folk and square dance. (CR. - $\frac{1}{2}$).

S225 RECREATIONAL ACTIVITIES

Fundamental techniques, knowledge and appreciation of recreational activities from childhood to adult. Shuffleboard, table tennis, croquet, modified bowling, horseshoes, dart, table games, singing games, party games and group games are among the many activities. (CR. - $\frac{1}{2}$).

S241 GOLF

Fundamentals of golf: grip, stance, swing, rules and etiquette. Practice will be given in use of long and short irons, the drive and putting. Practice and play on local golf courses. (CR. - $\frac{1}{2}$).

S242 BOWLING

Fundamentals of duck pin and ten pin bowling. Practice in nearby commercial alleys. (CR. - $\frac{1}{2}$).

Cooperative Program in the Natural & Physical Sciences & Engineering (Cont'd)

S243 GYMNASTICS AND TUMBLING

Instruction in elementary gymnastics including marching, calisthenics, apparatus and tumbling. Opportunity is provided for learning the techniques of teaching gymnastics. Separate sections for men and women. (CR. - $\frac{1}{2}$).

S244 ADVANCED GYMNASTICS

The development of advanced skills in gymanstics experiences in individual and dual performance on various apparatus. (CR. - $\frac{1}{2}$).

S251 SOCCER (M)

Practice in basic skills of kicking, trapping, heading, and tackling. The class divides into groups for principles of team play, recreation, and demonstration as a part of an intramural program. (CR. - $\frac{1}{2}$).

S252 SOFTBALL

Fundamentals of softball, the correct form of throwing, catching, pitching, batting, and the play of the different positions demonstrated and practiced. (CR. - $\frac{1}{2}$).

S253 TENNIS

Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy are covered. (CR. - $\frac{1}{2}$).

S254 BADMINTON

Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy are covered. (CR. - $\frac{1}{2}$).

S261 VOLLEYBALL

Training and coaching in the fundamentals of beginning and advanced volleyball, ball handling, serving, set-up, attack, blocking and strategy. Rule interpretations, officiating and skill tests included. (CR. - $\frac{1}{2}$).

S262 WRESTLING (M)

Fundamental skills, individual and group methods of wrestling instruction. (CR. - $\frac{1}{2}$).

S263 TRACK AND FIELD

Development of fundamental skills in the various track and field events ordinarily used in secondary schools and colleges. Separate sections for men and women. (CR. - $\frac{1}{2}$).

S264 JUDO

A practical course in self-defense designed to provide the basic skills, knoweldge and understanding in judo techniques. (CR. - $\frac{1}{2}$).

S265 KARATE

Basic positions movements, attacks and terms related to the art of karate. Attainment of White belt rank. (CR. - $\frac{1}{2}$).

Cooperative Program in the Natural and Physical Sciences & Engineering (cont'd)

S271 FENCING

This course is designed to provide students with the fundamental skills of foil fencing and an introduction to other fencing weapons and equipment. (CR. - $\frac{1}{2}$).

S272 SOCIAL DANCE

This course is designed to develop fundamental skills, knowledge, appreciation and etiquette in social dance. (CR. - $\frac{1}{2}$).

S273 HANDBALL

This course aims to develop an understanding of rules strategy and performance skills in handball. (CR. - $\frac{1}{2}$).

S274 PADDLE TENNIS

To develop an understanding of rules, strategy and performance skills in paddle tennis. (CR. - $\frac{1}{2}$).

S275 SLIMMATICS

This course is designed to provide students with appropriate knowledge and skills in body development and control. Contents includes: lecture and conditioning exercises, modified apparatus work and testing for physical fitness. (CR. - $\frac{1}{2}$).

MATHEMATICS

Page 111

DELETE: 211 TRIGONOMETRY

221 INTRODUCTORY CALCULUS

ADD: 211 ALGEBRA AND TRIGONOMETRY

This course is designed to present the algebra and trigonometry needed to study analytic geometry and calculus. (CR. - 4).

Page 112

DELETE: 231 COMPUTER MATHEMATICS

232 COMPUTER MATHEMATICS II

314 from MATHEMATICAL PROBABILITY AND STATISTICS

TEACHER EDUCATION PROGRAM

SHAW'S DEVELOPING PROGRAM AND DIRECTION IN TEACHER EDUCATION IS TO PREPARE TEACHERS WHO ARE LIBERALLY EDUCATED AND PROFESSIONALLY COMPETENT TO MEET THE EXPECTATIONS AND DEMANDS OF SOCIETY.

The responsibility of the classroom teacher is to assist in the development of adaptable, rational, creative, and cooperative individuals who are capable of coping with the world in which they live, who are prepared to be productive citizens in the world of tomorrow, and who possess an awareness of moral, spiritual, and social values.

The public schools, hence classroom teachers, must present students with a variety of challenging and stimulating experiences which widen their perspectives, make them simultaneously leaders yet followers, thinkers who are independent yet responsive to the needs of society, critical yet tolerant, possessing not only insights into problems but also a willingness to take the risks involved in seeking solutions and to accept the consequences of their decisions and actions.

The public schools must produce creative and self-disciplined individuals with a sense of responsibility and initiative to operate in a free and democratic society - individuals who will be able both mentally and physically to adapt, to cope, and to function in a changing society, who are willing and able to make decisions, who are aware of the world around them and of the value of man, and who strive for man's continued betterment.

Each individual should have the opportunity to develop to the fullest his individual talents, whatever they may be; to become a self-motivated personality who is responsible for a major part of his own learning; to get along in the world both socially and economically; and to have a health curiosity about the world and the people around him.

A major goal of education must be to produce individuals equipped to meet the challenge of a changing society - individuals who are ready and able to move into the twenty-first century of mobility and automation where human dignity, tolerance, and respect must prevail.

GENERAL EDUCATION CORE FOR ELEMENTARY EDUCATION MAJORS

English 151, 152, 153
Mathematics 151, 152
Life Science 161
Physical Science 171
Communications 151, 152
Humanities and Arts (2 courses)
Urban, Social, and Behavioral Sciences (4 courses)
Health and Physical Education 151, 152

ADDITIONAL SUBJECT MATTER PREPARATION OF ELEMENTARY EDUCATION MAJORS

See Early Childhood and Intermediate Teacher Education Programs which follow.

NOTE: Students seeking certification in intermediate elementary education must have at least one academic concentration, two are preferred, in one of the following areas:

Language Arts, Mathematics, Arts, Science, or Social Studies.
Minimum requirements for area concentration in courses are 24 credits.

TEACHER EDUCATION PROGRAM (cont'd)

MAJOR FIELDS OF SPECIALIZATION FOR SECONDARY EDUCATION MAJORS

Field of Specialization

Art
Biology
Business Education
Chemistry
English
French
Health and Physical Education
Mathematics
Music
Physics
Spanish
Social Sciences
Speech Education
Theater

The following professional education courses are required for all areas of specialization for certification in secondary education:

Education 211 - The American School System
Education 212 - Educational Psychology
Education 322 - Adolescent Psychology
Education 323 - The Role of the Teacher
Education 480SST - Student Teaching in the Secondary School
Education 490 - Methods and Materials of Teaching in
Subject Area of Specialization

ADMISSION TO PROFESSIONAL EDUCATION

Formal application for admission to the professional teacher education program is made following the student's completion of his first year's work in the general education core. Each teacher education major must complete his student teaching experience before he is recommended for graduation from Shaw, and before he is eligible to receive a grade A teaching certificate to teach. The student must make formal application for his student teaching assignment at least one semester in advance of his assignment in the field. Admission to the professional educational program is based on the candidate's:

success and multiple interest in the academic disciplines,
evidence that he is interested in and somewhat successful
in helping children and adults,
utilization of the American language and communication
patterns as well,
self-assurance and confidence,
good physical health,
total life pattern representation of broad interests,
indication of open and accepting attitudes plus understandings
based on reliable and valid knowledge of all peoples in
this society,
understanding of the specifications for the teacher training
program and agreement to work toward mastery.

TEACHER EDUCATION PROGRAM (cont'd)

CLINICAL EXPERIENCE - STUDENT TEACHING

Each student's required clinical experience in student teaching is a supervised and coordinated full-time assignment with a school. In relationship to this experience, a series of Teacher Education Seminars is held on the Shaw campus during each semester to which student teachers bring their own professional problems and concerns. ALL STUDENT TEACHERS ON ASSIGNMENT IN THE FIELD ARE REQUIRED TO ATTEND THESE SEMINARS.

ADVISEMENT AND GUIDANCE

Students are encouraged and advised to seek as much self-directed advisement and guidance as they feel necessary for their own academic and professional development in the teacher education program. In addition, conferences are scheduled by teacher education advisors with all students in the teacher education program. Every effort is made to help students in individualizing their experiences in teacher education. Comprehensive and up-to-date records are maintained in the Division of Teacher Education for all students pursuing its program.

THE TWO FOLLOWING PROGRAMS OUTLINE THE REQUIRED COURSES FOR ELEMENTARY TEACHER EDUCATION MAJORS IN EARLY CHILDHOOD AND INTERMEDIATE EDUCATION.

ELEMENTARY TEACHER EDUCATION
Early Childhood Education (K - 3)
Teaching Certificate
Total Credits - 131

YEAR	FIRST SEMESTER	CR.	SECOND SEMESTER	CR.
1	English 151	3	English 152	3
	Mathematics 151	3	Mathematics 151	3
	Communications 151	3	Communications 152	3
	Humanities & Arts (Eng. 212, 213, 220, or 221)	3	Humanities & Arts (elective)	3
	Biology 161	3	Physical Science 171	3
	Health & Physical Ed. 151	2	Health & Physical Ed. 152	2
2	English 153	3	Art 413	3
	Art 312	3	Political Science 223 or Urban Politics 371	3
	Music 225 or Art 191	3	Physical Education 211	3
	Education 312 - Child Psychology (Birth to 6 Yrs)	3	Education 310 - The Early Childhood Ed. Curriculum	3
	Elective _____	3	Education 313 - Child Psychology (6 Yrs. to 12 Yrs.)	3
	Elective _____	2	Elective	2
3	Physical Education 351	3	Geography 313	3
	Music 471	3	History 342	3
	Geography 211	3	Education 305 - Soc. Found. of Early Childhood Ed.	3
	History 341	3	Education 315 - Innovations, Experimentation, & Research in Early Childhood Ed.	3
	Education 331 (A) - Children's Literature	3	Education 317 (A) - Field Laboratory Experience	1
	Education 316 (A) - Field Laboratory Experience	1	Elective	3

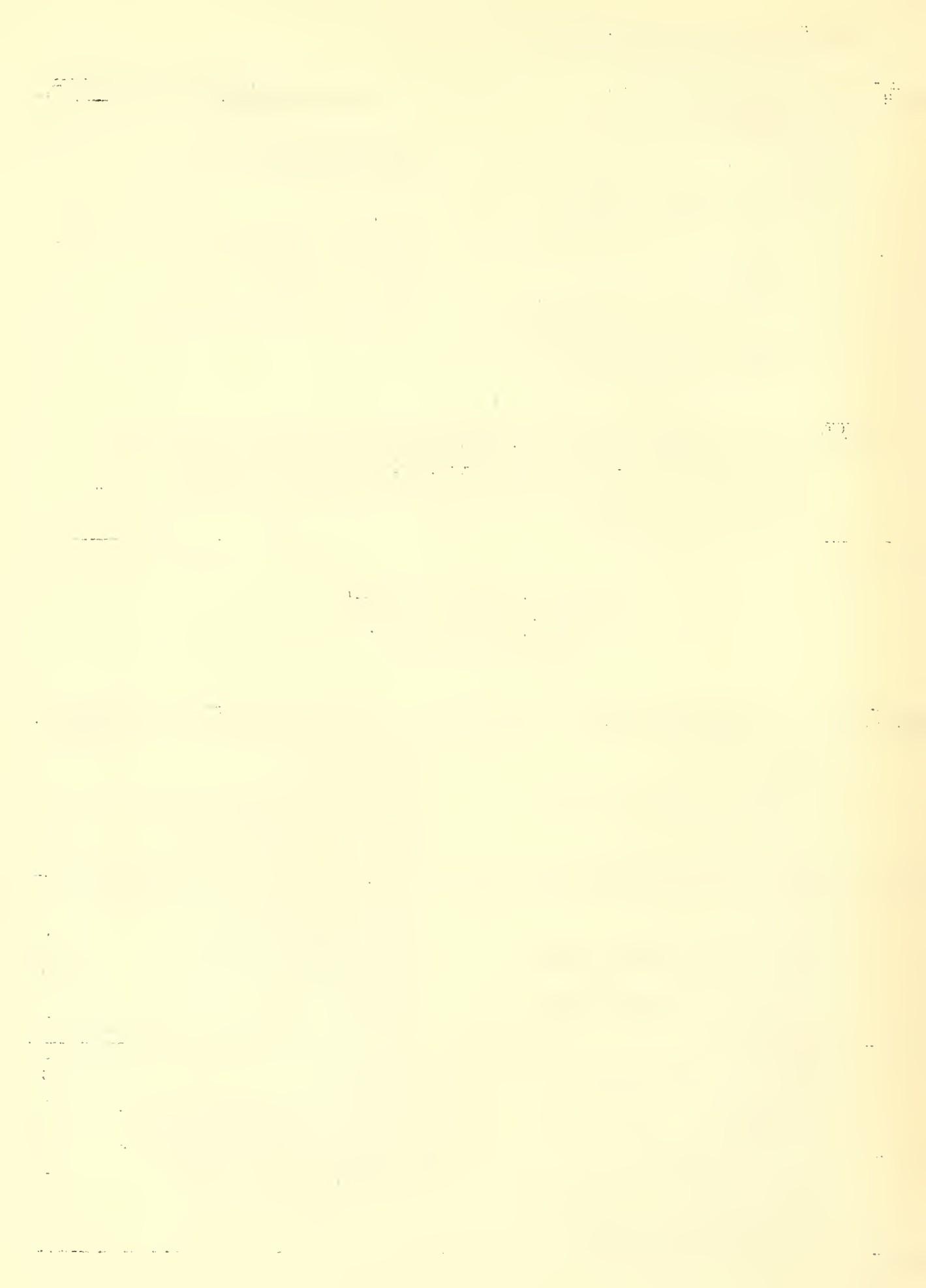
TEACHER EDUCATION PROGRAM (cont'd)

YEAR	FIRST SEMESTER "PROFESSIONAL SEMESTER"	CR.	SECOND SEMESTER	CR.
4	Teaching in the Elementary School		Education 480EST (A) - STUDENT TEACHING: K-3 (9 Weeks)	
	Education 411(A) Math	3		6-9
	Education 412(A) Science	3		
	Education 413(A) Language Arts	3	Education 491(A) - Teacher Education Seminar	3
	Education 414(A) Social Studies	3		
	Education 415(A) Techniques & Strategies in Reading	3	Education 492(A) - Parent, School, Community Relations	3
	Education 416(A) Field Laboratory Experience	1		

NOTE: The entire fourth year constitutes an integrated teacher education experience in that the Early Childhood (K-3) majors and the Intermediate (4-9) majors are in the same courses and classes working on major teaching-learning levels in all assignments, projects, and activities.

ELEMENTARY TEACHER EDUCATION
Intermediate Education (4 - 9)
Teaching Certificate
Total Credits - 131

YEAR	FIRST SEMESTER	CR.	SECOND SEMESTER	CR.
1	English 151	3	English 152	3
	Mathematics 151	3	Mathematics 151	3
	Communications 151	3	Communications 152	3
	Humanities & Arts (Eng. 212, 213, 220, or 221)	3	Humanities & Arts (elective)	3
	Biology 161	3	Physical Science 171	3
	Health & Physical Ed. 151	2	Health & Physical Ed. 152	2
2	English 153	3	Music (elective)	3
	Art 312	3	Political Science 223 or Urban Politics 371	3
	Geography 211	3	Physical Education 211	3
	Education 211 - The American School System	3	Geography 313	3
	Education 212 - Educational Psychology	3	Elective _____	3
	Elective	2	Elective _____	2
3	History 341	3	Art 413	3
	Physical Education 351	3	History 342	3
	Education 322 - Adolescent Psychology	3	Academic Concentration ()	3
	Education 323 - The Role of the Teacher	3	Academic Concentration ()	3
	Education 331(B) - Children's Literature	3	Academic Concentration ()	3
	Education 316(B) - Field Laboratory Experience	1	Education 317(B) - Field Laboratory Experience	1



TEACHER EDUCATION PROGRAM (cont'd)

YEAR	FIRST SEMESTER "PROFESSIONAL SEMESTER"	CR.	SECOND SEMESTER	CR.
	Teaching in the Elementary School		Education 480EST(B) - STUDENT TEACHING: 4-9 (9 Weeks)	6-9
	Education 411(B) - Math	3		
	Education 412(B) - Science	3		
	Education 413(B) - Language Arts	3	Education 491(B) - Teacher Education Seminar	3
	Education 414(B) - Social Studies	3		
	Education 415(B) - Techniques & Strategies in Reading	3	Education 492(B) - Parent, School, Community Relations	3
	Education 416(B) - Field Laboratory Experience	1		

NOTE: The entire fourth year constitutes an integrated teacher education experience in that the Early Childhood (K-3) majors and the Intermediate (4-9) majors are in the same courses and classes working on major teaching-learning levels in all assignments, projects, and activities.

PROFESSIONAL EDUCATION - REQUIRED COURSES

<u>Course Number and Title</u>	<u>Early Childhood</u> (A)	<u>Inter- mediate</u> (B)	<u>Secon- dary</u>
211 - The American School System		X	X
212 - Educational Psychology		X	X
305 - Sociological Foundations of Early Childhood Education	X		
310 - The Early Childhood Education Curriculum	X		
312 - Child Psychology (B-6 Yrs.)	X		
313 - Child Psychology (6-12 Yrs.)	X		
315 - Innovations, Experimentation and Research in Teaching Young Children	X		
316 -(Field Laboratory Experiences -	X	X	
317 -(1 credit	X	X	
416 -(each course	X	X	
322 - Adolescent Psychology		X	X
323 - The Role of the Teacher		X	X
331 - Children's Literature	X	X	
411 - Teaching Mathematics in the Elementary School	X	X	
412 - Teaching Science in the ES	X	X	
413 - Teaching Language Arts in the ES	X	X	
414 - Teaching Social Studies in the ES	X	X	
415 - Techniques & Strategies in Reading	X	X	
480 - Student Teaching in the ES . . .	X	X	
(EST)			

TEACHER EDUCATION PROGRAM (cont'd)

<u>Course Number and Title</u>	<u>Early Childhood</u>	<u>Intermediate</u>	<u>Secondary</u>
480 - Student Teaching in the SST Secondary School			X
490 - Methods and Materials in Teaching in the Secondary School			X
491 - Teacher Education Seminar	X	X	X
492 - Parent-School-Community Relations	X	X	X

TEACHER EDUCATION

Graduate teacher education students meet certification requirements of North Carolina and many other states. However, each student who plans, upon graduation, to teach in another state should so advise the Director of Teacher Education of any curricular adjustments which may be necessary to meet a particular state certification requirement. The National Teacher Examination (NTE) is required of all teacher education majors, as it is used in teacher recruitment by many cities and states.

PLACEMENT AND FOLLOW-UP

The Division of Teacher Education recommends teacher education graduates for positions as Early Childhood, Intermediate and secondary school teachers to school officials requesting this information. Students seeking jobs are required to file a placement form with the Office of the Dean of Students, and should keep that office informed of any offer accepted. Teacher education graduates and Shaw students who may later go into teaching are asked to complete and maintain follow-up records kept in the Division of Teacher Education. This information is extremely valuable to the University in its efforts to maintain a close relationship with all students who leave by graduation, transfer, employment, or other reasons.

TEACHER EDUCATION PROGRAM

COURSE DESCRIPTIONS

211 THE AMERICAN SCHOOL SYSTEM

A general survey of the outstanding trends, problems and issues, and developments in education, including their historical significance. Designed to serve as an introductory course in education.

212 EDUCATIONAL PSYCHOLOGY

An introduction to the study of the principles governing learning, drives, and psychological mechanisms related to educational situations and individual differences. Students are expected to spend some time studying children in actual school conditions and to record their findings.

TEACHER EDUCATION PROGRAM (cont'd)

305 SOCIOLOGICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

A study of selected sociological problems in modern education leading to a systematic analysis of social structure and stratification with emphasis upon the educational process and the role of the school as a complex social institution.

310 THE EARLY CHILDHOOD EDUCATION CURRICULUM

Consideration is given to philosophies, principles, methods, and materials underlying curricular provisions for the young child, including pre-school education. Opportunities are provided students to see at first hand educational facilities and school organizations which are offering early childhood education experiences.

312 CHILD PSYCHOLOGY (The Child from Birth to 6 Years)

A study of the psychology of the growing and developing young child from birth through infancy and the pre-school years. Primary emphasis is upon depicting and explaining the young child as he develops within the physical, personal, and cultural contexts of his early life.

313 CHILD PSYCHOLOGY (The Child from 6 to 12 Years)

The purpose of this course is to provide students with a practical and functional knowledge of the physical, social, emotional and mental processes and natures of children. Students are given many opportunities to observe children under school and out-of-school conditions. Opportunities are also given students to use informal child study techniques.

315 INNOVATION, EXPERIMENTATION, AND RESEARCH IN TEACHING YOUNG CHILDREN

A survey is made of some of the recent innovations and experiments in providing educational experiences for young children (i.e. Piaget's work and Sesame Street). Also, a review and study is made of a number of selected research reports and papers dealing with early childhood education.

316(A) - 316(B), 317(A) - 317(B), and 416(A) - 416(B) FIELD LABORATORY EXPERIENCES (1 credit each course)

Opportunities are provided students during the last two years of their undergraduate study to engage in a number of field visitations and observations related to professional education courses. Such clinical experiences provide a lead-up to full-time student teaching assignment during the last semester of the student's last year.

322 ADOLESCENT PSYCHOLOGY

A comprehensive study of the mental, emotional, social, and physical characteristics of adolescents with emphasis on the implications of these characteristics on personality development and adjustments. Students observe adolescents both in and out-of-school situations.

TEACHER EDUCATION PROGRAM (cont'd)

323 THE ROLE OF THE TEACHER

This course is designed to interpret the organizational and administrative structure of the American public school and the role of the teacher in the process. Attention is given to the philosophical and cultural influences upon organization and the administrative responsibilities involved in the development of the program. Emphasis is placed on the function of the teacher in (1) curriculum and change, (2) organization of instruction and scheduling, (3) extra-class activities and duties, (4) faculty-staff-pupil relationships, (5) teacher-administration relationships, and (6) pupil-personnel services.

331(A) - 331(B) CHILDREN'S LITERATURE

Children's literature, including myths, folklore, legends, fairy tales, realistic stories and poetry, and their place in the modern elementary school curriculum are discussed. Also, the various media and techniques of story-telling are presented and their use studied in real situations.

411(A) - 411(B) TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in mathematics, including a study of those elements which currently constitute a modern mathematics program in the elementary school.

412(A) - 412(B) TEACHING SCIENCE IN THE ELEMENTARY SCHOOL

Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences and understanding, stressing teaching, via a conceptual approach of behavioral objectives in the areas of the biological, physical and earth sciences.

413(A) - 413(B) TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

Designed to acquaint the elementary classroom teacher with techniques, resources, and materials dealing with skills of reading, listening, speaking, and writing.

414(A) - 414(B) TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in the social studies and to familiarize students with materials and resources dealing with all the social studies areas commonly found in the modern elementary school social studies curriculum.

415(A) - 415(B) TECHNIQUES AND STRATEGIES IN READING

A study is made of the philosophy, purposes, and objectives of the developmental, basic, and individualized reading programs through the use of related materials found in the modern elementary school. In each of these types of reading programs the student has the opportunity to see in real school situations various techniques and strategies employed to implement, sustain, and evaluate such reading programs.

TEACHER EDUCATION PROGRAM (cont'd)

480 EST and STUDENT TEACHING IN THE ELEMENTARY SCHOOL and
480 SST STUDENT TEACHING IN THE SECONDARY SCHOOL

A full-time student teaching experience at the appropriate grade level for 480EST (either Early Childhood: K-3 or Intermediate: 4-6) for elementary education majors,

or

At the secondary school level for 480SST in the student's major subject area of specialization. This student teaching experience is of 9 weeks duration; however, the first part of this experience is spent on campus where students are engaged in seminar with their college student teacher supervisor at which time problems of orientation, including lesson planning, are studied.

After the student reports to his student teaching placement, he spends a portion of his first days in direct observation and conferences preparatory to actual teaching in the classroom. To receive an "A" type teacher's certificate in North Carolina (which has reciprocal licensure agreements with a number of other states): "Ninety to 150 clock hours of actual teaching is required."

490 METHODS AND MATERIALS IN TEACHING IN THE SECONDARY SCHOOL

This course is required in the student's appropriate major area of subject specialization. In addition to a study of the methods and materials employed in the teaching of the subject in the modern secondary school, attention is devoted to the matter of lesson planning and preparation: here the student has the opportunity to study representative lesson plans and to engage in the construction of lesson plans.

491(A) - 491(B) TEACHER EDUCATION SEMINAR

This seminar experience is designed to consider a wide variety of problems encountered by student teachers in their field experiences. This seminar is held on campus immediately following student teaching, and continues for the remainder of the last semester of the student's last year. In a clinic-type organization of the seminar, students are involved with their college supervisors, cooperating teachers, and school principals in analyzing and diagnosing problems presented by students.

492(A) - 492(B) PARENT-SCHOOL-COMMUNITY RELATIONS SEMINAR

This seminar is also held on campus immediately following student teaching, and continues for the remainder of the last semester of the student's last year. The seminar deals with the role of the teacher in those relationships with parent, student, school, and community which affect and involve the teaching-learning process in which children and youth are a vital part.

NOTE: Symbols Beside Course Numbers

- (A) refers to the Early Childhood (K-3) Major in Elementary Education.
- (B) refers to the Intermediate (4-6) Major in Elementary Education.

TEACHER EDUCATION PROGRAM (cont'd)

ELECTIVE OFFERINGS IN TEACHER EDUCATION

340 MULTI-MEDIA RESOURCES AND THEIR USE IN EDUCATION

This course is designed to survey a wide range of multi-media audio and visual resources in education and acquaint the students with their use in the classroom. Here the student is introduced to such media as the overhead projector, micro-teaching equipment, 15mm movie projector, tape recorder, 8mm projector, film strip projector, transparencies, etc.

350 MEASUREMENT AND EVALUATION IN EDUCATION

A survey of the basic concepts in measurement and evaluation; a study of the techniques of test construction for use in the classroom; a review of the most popular standardized tests used in the classroom.

360 PRINCIPLES OF GUIDANCE AND PUPIL PERSONNEL SERVICES

This course deals with the personal, recreational, educational and vocational counseling and guidance of children and youth in the public schools. Special consideration is given to methods of counseling and techniques of gathering pertinent personal data.

